Florida Standards Alternate Assessment

DATAFOLIO

Technical Report
2018–2019

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SECTION I OVERVIEW AND BACKGROUND

CHAPTER 1 OVERVIEW OF THE FLORIDA STANDARDS ALTERNATE ASSESSMENT

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be included in each state's system of accountability and that students with disabilities have access to the general curriculum. The Every Student Succeeds Act (ESSA) signed by President Obama on December 10, 2015, requires that students with disabilities be assessed annually using the statewide assessment system and that alternate assessments be aligned with challenging state academic standards. To provide an option for the participation of all students in the state's accountability system, including those for whom participation in the general statewide assessments is not appropriate, even with accommodations, the Florida Department of Education (FDOE) has developed the Florida Standards Alternate Assessment (FSAA) program.

The FSAA program is fully aligned with Florida alternate achievement 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 built with three discrete tasks. Each task represents a varying level of cognitive demand, with Task 1 representing the least complex task and Task 3 representing the most complex task. This graduated progression provides students the opportunity to work to their fullest potential and allows for a greater range of access and challenge.

2. FSAA—Datafolio

The FSAA—Datafolio is designed to provide meaningful information about students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The FSAA—Datafolio shows student progress on a continuum of access toward academic content rather than mastery of academic content. The intent is to ensure that students are working on academic skills that will prepare them to move on to the 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 Educational Consortium, and the Accommodations and Modifications for Students with Disabilities Project at Florida State University. The Access Points writing groups comprised parents/guardians, teachers, and university personnel with special education and content expertise. In conjunction with this activity, Florida entered into a contractual agreement with Measured Progress in 2007 to design and develop a statewide alternate assessment based on alternate achievement standards. The objective was to replace the FAAR system of local assessments and state reporting aligned with previous standards with a new statewide assessment aligned with the newly adopted Access Points. The Access Points Advisory Committee on Instruction and Alternate Assessment, representing the perspectives of parents/guardians, teachers, and administrators, was created to provide input on the development of the new performance-based assessment: the Florida Alternate Assessment (FAA). Following a field test in 2007, the FAA was administered operationally to Florida's students from 2008 to 2015.

New educational standards for ELA and mathematics, the Florida Standards, were adopted by Florida in spring 2014. FS-APs were then developed to target the content of the Florida Standards at a less complex level for students with the most significant cognitive disabilities. New blueprints were developed, end-of-course (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. FDOE began early conceptual work around the FSAA—Datafolio in 2013–14, and implementation of the trial administration coincided with the rebranding of the Florida Standards Alternate Assessment—Performance Task in 2016.

FSAA—Datafolio Development Overview

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

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

FSAA—Datafolio Development Table

Assessment Year	*Event*
2013–14 FSAA—Datafolio Origination	Technical Advisory Committee (TAC) Meetings • Concerns regarding the appropriateness of the alternate assessment for a subset of students with the most significant cognitive disabilities were raised. • Measured Progress proposed and conducted research on existing data to identify the characteristics and number of expected students who would benefit from a portfolio assessment.
2014–15 FSAA—Datafolio Development	Access Points Advisory Committee on Instruction and Alternate Assessment Meeting • The initial FSAA—Datafolio design was presented by Measured Progress to the committee. • A letter was presented by committee members recommending to FDOE that the FSAA—Datafolio be implemented as a trial administration. • FDOE approved the recommendation of a trial administration.
2015–16 FSAA—Datafolio Trial Administration	• The FSAA—Datafolio trial administration was conducted. • Stakeholder feedback was gathered to inform 2016–2017 design changes.
2016–17 FSAA—Datafolio Developments	• The first operational FSAA—Datafolio was administered.

FSAA—Datafolio Origination, 2013–14

In early 2013, the Bureau of Exceptional Education and Student Services (BEESS) at FDOE shared with TAC concerns regarding the appropriateness of the FAA with respect to a subset of the students with the most significant cognitive disabilities who were eligible to take the alternate assessment. These concerns had been voiced for some time by districts, schools, and educators, and centered around the ability to measure mastery of the standards for students whose communication methods were unknown or at the pre-symbolic level.

TAC, in consultation with FDOE staff and an alternate assessment contractor, outlined a process to conduct research for a component of the alternate assessment that would be sensitive enough to measure student growth toward mastery of the standards that aligned with the instructional practices most appropriate for this subset of students. The research plan involved the Innovation Lab at Measured Progress.

The study proposed to TAC and FDOE consisted of two parts. The first part focused on identifying and quantifying the appropriate students for whom the new component would be developed. The second part of the study involved not only a literature review but also a process of interviewing and observing teachers of students with the most significant cognitive disabilities who do not have a formal mode of communication. This second part of the study would help Measured Progress and FDOE gain a better understanding of instructional practices utilized in Florida and defined by research for this subset of students. The purpose of the study was to aid in the development of an assessment that would gather the most meaningful information about the progress being made by these students.

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

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

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

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

FSAA—Datafolio Development, 2014–15

In the 2014–15 academic year, Measured Progress, in cooperation with Florida educators and FDOE, designed the portfolio component, subsequently named the FSAA—Datafolio. The design of the FSAA—Datafolio required a series of decisions to be made, ranging from the standards to be assessed and the level at which they would be assessed, to the frequency and types of evidence to be collected. The participation criteria developed by FDOE was informed by the data on the communication abilities/characteristics identified for this subset of students from the LCI. The data came from the initial research conducted by Measured Progress as described previously.

An Access Points Advisory Committee on Instruction and Alternate Assessment was held in Tallahassee on June 8–9, 2015 (see Appendix A, Table A-1 for a list of the members). At this meeting, Measured Progress and FDOE presented initial design considerations and implementation decisions for feedback. Committee members unanimously embraced the concept of the FSAA—Datafolio for the very small subset of students in Florida with the most significant cognitive disabilities who do not have a formal mode of communication. Committee members agreed that a portfolio-based assessment would be a more sensitive tool to measure more discrete levels of student growth over a school year. However, committee members submitted a letter to FDOE requesting that the FSAA—Datafolio be implemented as a pilot program during the 2015–16 academic year. This would allow for a more thorough opportunity for feedback from stakeholders and refinement prior to the FSAA—Datafolio becoming operational.

Concerns expressed in the letter included the short timeline between the meeting and the planned assessment dates, and concerns over identifying students and determining eligibility for FSAA—Datafolio participation through IEP meetings. Other potential benefits of implementing a pilot program included having additional time to communicate with the field regarding the nature of the FSAA—Datafolio and the targeted population, thus increasing the likelihood of greater buy-in from stakeholders (including parents/guardians, teachers, school administrators, and Alternate Assessment Coordinators).

In consideration of the potential benefits and in light of the expressed concerns, FDOE decided that the FSAA—Datafolio would initially be implemented as a pilot program and that the 2015–16 administration would proceed as a trial. The decision was also made that students who participated in the trial administration would not be required to participate in the FSAA—PT during the 2015–16 academic year.

FSAA—Datafolio Trial Administration in 2015–16

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

Assessment Coordinators (AACs) on how to use the AVS. Additionally, another three modules were produced for teachers and AACs covering administration procedures. Individual support was available to the field for both procedural and content questions by contacting the FSAA Service Center by phone or by e-mail.

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

Table 1-1. 2018–19 FSAA—Datafolio: Feedback Survey Results (2015–16)

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

Participants also had the opportunity to provide specific comments related to each of these three topics. Most participants felt that the FSAA—Datafolio was appropriate for their students as it was tailored to their students' many needs. Those who gave appropriateness an "unfavorable" rating commented that their complaint was that the EUs themselves were still too high for their students or that the EUs were not accessible due to the physical limitations of their students. Most participants felt that the participation guidelines were accurate for identifying students who were eligible to take the FSAA—Datafolio. Those who rated the participation guidelines as unfavorable indicated that addressing standards for the assessment as opposed to life skills was not appropriate. Most participants felt that the FSAA—Datafolio was reflective of their daily instruction. Those who indicated that the FSAA—Datafolio was not reflective of their daily instruction felt that the standards and/or activity choices were too complex or were not part of daily instruction due to physical limitations of students. In response to these comments, areas where more training and information were needed were identified and incorporated during the development of administration guidelines and training materials for the 2016–17 FSAA—Datafolio.

Feedback Webinar #1 was conducted on December 3, 2015. Participants were given the opportunity to provide feedback on the ease of use of the AVS, any challenges experienced, and any recommendations for consideration by Measured Progress and FDOE. Participants indicated that the AVS was fairly easy to use, that it became easier to use with practice, and that the FSAA Service Center was helpful. The challenges experienced by participants included a need for more examples of student evidence at differing levels, the high number of standards (five) per content area/course, and the duration of the collection period windows. Recommendations included broadening the examples in the activity choices, reducing the number of standards, and increasing the

collection period window length. In response to these comments, recommended revisions to the test design, assessment blueprints, and activity choice documentation were considered and incorporated into the 2016–17 FSAA—Datafolio.

Feedback Survey #2 was conducted in February 2016. Participants were given the opportunity to submit open-response questions related to the following topics: participation guidelines, activity choices, levels of assistance (LOAs), goal setting, and using the AVS. These questions were compiled and used to generate the agenda for Feedback Webinar #2. The compiled questions related to participation guidelines, IEP documentation, specific student situations, complexity of activity choices, documenting LOAs and LOA goals, and use of the AVS.

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

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

Scoring occurred in May 2016 in Dover, New Hampshire. A total of 16 scorers and four table leaders were trained and qualified for scoring. A total of 88 student FSAA—Datafolios were scored. Feedback was

collected from scorers and table leaders regarding scoring procedures, rubrics, and student evidence. Following the scoring, updates were made to the scoring procedures to streamline and reduce redundancy. The scoring rubric was also updated for clarity. Lastly, feedback about student evidence was incorporated into the 2016–17 administration training materials to help clarify and provide more information to teachers about the FSAA—Datafolio (e.g., use only one LOA, double-check signatures and data collected for completeness, make sure opportunities can be replicated). As 2015–16 was a trial administration, individual score reports were not provided to participants. A letter thanking students for participating in the trial administration was provided to teachers and parents/guardians in July 2016.

FSAA—Datafolio Developments in 2016–17

In response to feedback from teachers who participated in the 2015–16 trial administration, the following changes were implemented for the operational FSAA—Datafolio:

- The number of standards required to be assessed per grade and content area was reduced.
- The length of the collection period windows was increased.
- A new level of user (School Level Coordinator) was added as part of the AVS, and data entry requirements were streamlined within the AVS.
- The LOA goal-setting and implementations procedures were updated.
- More clarity was provided in the administration materials and administration trainings.

The most significant change was the decrease in the number of assessed standards per grade-level content area/course from the initial design of five standards to three standards. This decision was based on extensive feedback from the field regarding the amount of time and effort required to collect and upload the evidence during each collection period. Measured Progress provided FDOE with initial recommendations for the three priority standards based on content coverage across the reporting categories for each grade and balancing standards assessed across the grade spans to ensure that priority standards broadly covered the breadth of the content standards across the span of a student's school career. FDOE conducted an internal review using its content specialists and provided feedback and edits to the original recommendations. The key question FDOE sought to answer was, "What are the three most important standards, academically and instructionally, that should be addressed in the assessment?" Measured Progress worked with FDOE to finalize the three selected standards for each grade. Additionally, two EOC assessments, Access Civics and Access U.S. History, were added to the 2016–17 *FSAA—Datafolio Blueprint & Activity Choices* document in order to remain parallel with the addition of these EOC assessments in the FSAA—PT. The three standards for each content area blueprint and associated activity choices were reviewed by panelists during a review meeting conducted in June 2016. The panelists consisted of general education teachers from a variety of content areas and exceptional student education (ESE) teachers. A list of the stakeholders can be found in Appendix A, Tables A-2 through A-5. They agreed with the standards identified by FDOE and recommended minor clarifications of the activity choices. Recommended edits included

simplifying language and focusing on the expectations being assessed within an activity choice. The activity choices were then updated based on panelist feedback and approved by FDOE for incorporation into the 2016–17 *FSAA—Datafolio Teacher Resource Guide*.

The FSAA—Datafolio Participation Checklist was updated based on stakeholder (Access Points Advisory Committee on Instruction and Alternate Assessment, TAC [Appendix A, Table A-8], and participants in the trial administration) feedback. The *Assessment Planning Resource Guide for IEP Teams* was developed to help IEP teams determine the appropriate alternate assessment to select for students with the most significant cognitive disabilities. This resource contained the newly developed FSAA—Datafolio Participation Checklist, guiding questions for IEP teams, and a decision tree. Additionally, the document contained a description of both the FSAA—PT and the FSAA—Datafolio, as well as samples of each assessment for reference by IEP teams. The *Assessment Planning Resource Guide for IEP Teams* was released in March 2016 on the FSAA Portal website for use for the 2016–17 administration.

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

Training for the 2016–17 academic year administration of the FSAA—Datafolio was provided to 380 individuals in Tampa on July 25–29, 2016. Training consisted of eight groups of participants in three half-day sessions: Session 1: Administration; Session 2: Content Differentiation with Project ACCESS (a discretionary funded project of FDOE); and Session 3: Using the AVS. Additional asynchronous online video training was provided via administration training modules: three AVS training modules for AACs and seven AVS training modules for teachers. The FSAA Service Center was also available to provide process and content support by phone and e-mail.

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

Rangefinding was held in Dover, New Hampshire, on April 12–13, 2017. Participants were five members from the FSAA—Datafolio Advisory Subcommittee, two FDOE staff members, and a program management team member from Measured Progress (see Appendix A, Table A-7). The purpose of rangefinding was to test the draft scoring procedures and rubrics on actual student evidence and to find exemplar student work to use in the development of scoring practice and qualification sets for scoring training. The rangefinding materials and draft scoring procedures and rubrics were reviewed, edited, and approved by FDOE. During the rangefinding process, participants reviewed actual 2016–17 student evidence and identified potential exemplars. The feedback generated by participants was used to improve and clarify the scoring procedures and rubrics to finalize them for scoring. Exemplars were found and scoring practice and qualification sets were developed. The updated scoring procedures and rubrics, and the practice and qualification sets were reviewed, edited, and approved by FDOE prior to the start of scoring.

Scoring occurred in Dover, New Hampshire, in May 2017. A total of 24 scorers and seven table leaders were trained and qualified for scoring. A total of 602 student FSAA—Datafolios were scored. Feedback was collected from scorers and table leaders regarding scoring procedures, rubrics, and student evidence. Following the scoring, updates were made to the scoring procedures to streamline and reduce redundancy. The scoring rubric was also updated for clarity. Lastly, feedback about student evidence was incorporated into the 2017–18 administration training materials to help clarify and provide more information to teachers about the FSAA—Datafolio (e.g., use only one LOA, double-check signatures and data collected for completeness, make sure opportunities can be replicated).

FSAA—Datafolio Developments in 2017–18

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

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

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

Training for the 2017–18 academic year administration of the FSAA—Datafolio was provided to 268 individuals in Tampa on July 25–28, 2017. Training consisted of five groups of participants in three half-day

sessions: Session 1: Administration; Session 2: Content Differentiation with Project ACCESS (a discretionary funded project of FDOE); and Session 3: Using the AVS. Based on participant feedback from the 2016–17 training sessions, Session 3: Using the AVS was modified from a whole group activity to a series of self-paced video modules with interactive activities and facilitator support. A second training event consisting of three groups of participants in three half-day sessions was scheduled for September 6–8, 2017, in Tampa. This training was cancelled due to the impact of Hurricane Irma to the state of Florida. As a result of this cancellation, four sessions of question-and-answer webinars were conducted. Sessions 1 and 2 occurred on Wednesday, October 11, 2017, and Sessions 3 and 4 occurred on Wednesday, October 18, 2017. Participants were presented with information related to FSAA—Datafolio administration and were given the opportunity to have questions answered by specialists. Revised asynchronous online video trainings were provided via three AVS training modules for AACs and seven AVS training modules for teachers. The FSAA Service Center was also available to provide process and content support by phone and e-mail.

FSAA—Datafolio Developments in 2018–19

Enhancements were made to the 2018–19 *FSAA—Datafolio Teacher Resource Guide* and annual training program based on feedback received from the following:

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

Changes based on recommendations from the FSAA—Datafolio alignment study included enhancing the Assessment View System in order to collect Learner Characteristics Inventory (LCI) data for students participating in the assessment in order to ensure that the participation guidelines are being followed and the development of additional resource documents as well as a new workshop targeted to teachers to help improve the alignment of opportunities to activity choices. Changes to the 2018–19 *FSAA—Datafolio Teacher Resource Guide* included restructuring sections of the guide for ease of navigation, providing additional screenshots, and providing additional guidance on the electronic upload process. Changes to the annual training program included the development of a new teacher workshop (in conjunction with Project ACCESS) and a new training specific for Alternate Assessment Coordinators (AACs), as well as the creation of additional resource documents for the FSAA—Datafolio administration training.

The new teacher workshop, entitled Developing Opportunities for Activity Choices, was developed to provide additional guidance and support to teachers in the development of high-quality, aligned opportunities for standard entries. Attendees were provided with additional resources, including “Rules for Opportunities in Activity Choices,” “Using Science in the Community,” and “Suggested Resources” handouts. The goal of the

workshop was for teachers to make connections as an informal professional learning community and to leave with developed and aligned activity choices for use in the classroom. Based on participant feedback, the new workshop was very well received.

The new workshop for AACs, entitled Supporting Datafolio Administration for Alternate Assessment Coordinators, was developed to provide AACs with an overview of their specific roles and responsibilities during FSAA—Datafolio administration as well as to provide information about available resources. Additionally, this training also provided the opportunity for AACs to participate in a question-and-answer session with FDOE and Measured Progress personnel. Based on participant feedback, the new workshop was well received.

An additional document was created for FSAA—Datafolio administration training in order to provide additional resources for teachers. The "Helpful Hints for Documenting Opportunities" document provided guidance for teachers on how to write complete and unique aligned opportunities for activity choices. This document also contained a variety of aligned sample opportunities across multiple grades and content areas for teachers to use as a reference.

Administration training for the 2018–19 academic year administration of the FSAA—Datafolio was provided to 258 individuals in Orlando on July 24–27, 2018, and to 179 individuals in Orlando on August 27–29, 2018. The July training consisted of five groups of participants, and the August training consisted of three groups of participants in three half-day sessions: Session 1: Administration; Session 2: Content Differentiation with Project ACCESS; and Session 3: Using the AVS. Supporting Datafolio Administration for Alternate Assessment Coordinators was offered on July 27 and August 29, 2018. In July there were 44 participants, and in August there were eight. Four sessions of the Developing Opportunities for Activity Choices workshop were offered in Orlando on August 29–31, 2018. There were a total of 109 participants across four groups.

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 were involved in the development of the FSAA program. TAC met to provide guidance to FDOE on the technical characteristics of the alternate assessment. During the December 2013 TAC meeting, initial plans for the development of the FSAA—Datafolio were developed. TAC provided feedback on

the proposed research regarding the expected number of students who would be eligible to participate in the FSAA—Datafolio. Subsequent TAC meetings focused on technical characteristics related to the administration of the FSAA—Datafolio.

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

A subcommittee consisting of members of the Access Points Advisory Committee on Instruction and Alternate Assessment and teachers who had administered the FSAA—Datafolio was formed in late fall 2016 and met initially on December 9, 2016, in Tallahassee to provide input and feedback specifically related to the FSAA—Datafolio. It was named the FSAA—Datafolio Advisory Subcommittee. Feedback provided by this subcommittee included recommendations related to teacher training, the participation guidelines, and enhancements to the AVS. The FSAA—Datafolio Advisory Subcommittee also participated in rangefinding activities and reviewed the proposed ALDs for the FSAA—Datafolio prior to standard setting.

Participants in the 2015–16 trial administration who provided feedback via the four surveys and webinars were valued stakeholders in the development of the operational FSAA—Datafolio. Feedback provided by the participants included perceived challenges of administration, recommendations for teacher training and support, and recommendations on changes to the AVS and the administration procedures. Participants in the 2016–17, 2017–18, and 2018–19 Datafolio administrations provided feedback through the annual online administration surveys. These stakeholders included teachers, who provided feedback on a teacher survey, and Alternate Assessment Coordinators (AACs), who provided feedback on an administrator survey. Individuals who attended the 2016–17, 2017–18, and 2018–19 Datafolio administration trainings provided feedback via post-training surveys.

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

1.4 PURPOSES

The primary purposes of the FSAA—Datafolio are the same as those for the FSAA—Performance Task and are as follows: (1) to assess the annual learning gains of each student toward achieving state standards appropriate for the student's grade level; (2) to provide data for making decisions regarding school accountability and recognition; (3) to assess how well educational goals and curricular standards are met at the school, district,

and state levels; (4) to provide information to aid in the evaluation and development of educational programs and policies; and (5) to provide information about the performance of Florida students compared with that of other students across the United States.

The FSAA—Datafolio is a part of the overall FSAA program. The intent of the FSAA—Datafolio is to provide students who are working on pre-academic skills and typically have little to no observable communication skills, or who are working at a pre-symbolic level, with a way to participate in the FSAA program that results in meaningful data. The FSAA—Datafolio provides a vehicle for assessment that takes these characteristics into consideration, allowing teachers to work with each student at their appropriate level, with the ultimate goal of moving the student along the continuum of access toward academic skills so that he or she may eventually be assessed through the FSAA—PT. The purpose of the FSAA—Datafolio is to allow this small subset of students a way to demonstrate their growth through the use of an assessment designed specifically to meet their unique needs.

1.5 FSAA—DATAFOLIO RESULT USES

Results from the 2018–19 FSAA—Datafolio have been provided at the student, school, district, and state levels. An interpretative guide related to student and school reports, *Understanding the Florida Standards Alternate Assessment—Datafolio Reports*, was available on the FSAA Portal and on the FDOE website for parents/guardians, teachers, and administrators. Educators, parents/guardians, and students were encouraged to use the reported scores to inform instruction.

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

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

1.6 FSAA—DATAFOLIO PARTICIPATION

The IDEA requires that students with disabilities be included in each state's system of accountability and that students with disabilities have access to the general curriculum. The ESSA also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for specific groups of students (e.g., students with disabilities, students for whom English is a second language)

on a disaggregated basis. These federal laws reflect an ongoing concern about equity. All students should be academically challenged and taught to high standards. The involvement of all students in the educational accountability system provides a means of measuring progress toward that goal.

IEP teams are responsible for determining whether students with disabilities will be instructed in the general standards and assessed through administration of the general statewide, standardized assessment with or without accommodations; or instructed in APs and assessed through the FSAA program, based on criteria outlined in Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.). IEP teams should consider the student's present level of educational performance in reference to the Next Generation Sunshine State Standards and Florida Standards. IEP teams should also be knowledgeable of guidelines and the use of appropriate testing accommodations. The FDOE provides IEP teams with a guide which outlines the participation information. The guide titled the *Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams, June 2018* is located at https://fsaa-training.onlinehelp.cognia.org/wp-content/uploads/sites/8/docs/FlaAlt_ResourceGuideIEP.pdf.

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—Datafolio: 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 content standards and participate in the general statewide, standardized assessment with accommodations, as appropriate.

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

Figure 1-2. 2018–19 FSAA—Datafolio: Participation Guidelines

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

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

If "YES" is selected for any of the first three questions and "YES" is selected for question 4 (when applicable), then the IEP team should conclude that the FSAA—Datafolio Assessment is the appropriate method to provide meaningful evaluation of the student's current academic achievement. For students in grade 3 or with no prior FSAA—PT score, question 4 does not apply. The IEP team is responsible for making the determination of whether the FSAA—Datafolio is the most appropriate method for assessing the student. It is the IEP team's decision based on the holistic view of the student as to which instruction and assessment method is most appropriate for each individual student. In accordance with Rule 6A-6.0331(10)(b), F.A.C., 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 the student's achievement measured based on alternate academic achievement standards. This decision must be documented on the Parental Consent Form—Instruction in the State Standards Access Points Curriculum and FSAA administration. If the parents fail to respond after reasonable efforts by the school district to obtain consent, the school district may provide instruction in the state standards Access Points curriculum and administer the FSAA. The IEP should include a statement of why the student cannot participate in the general assessment and why the alternate assessment is appropriate.

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.FDOE.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf). Participation rates for the 2018–19 administration of the FSAA—Datafolio are provided in Appendix B.

SECTION II TEST DEVELOPMENT, ADMINISTRATION, SCORING, AND REPORTING

CHAPTER 2 TEST CONTENT

2.1 HISTORY OF ALTERNATE ACHIEVEMENT STANDARDS AND ACCESS POINTS

Designed specifically for students with the most significant cognitive disabilities, the FSAA measures student performance based on alternate achievement standards and is aligned with the 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 include a series of essential understandings (EUs). EUs are supports that unpack the Access Points to assist in the teaching and learning of the standards. The EUs were intended to be fluid and to supplement instruction as the new standards evolved. 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

2.1.1 Overall Blueprint and Activity Choice Development

The initial design of the FSAA—Datafolio for the 2015–16 trial administration consisted of five standards to be assessed in each grade-level content area (ELA, mathematics, and science) and EOC content areas (Access Algebra 1, Access Geometry, Access Biology 1, Access Civics, and Access U.S. History).

The standards to be assessed were chosen by FDOE in collaboration with Measured Progress content specialists. Measured Progress's special education and content specialists reviewed the Performance Task blueprints for each of the grades and content areas. Based on these blueprints and the decision that five standards would provide appropriate coverage of the standards across the years, the FSAA—Datafolio blueprints were drafted. The intent was to make sure that, throughout a student's school career, the student would be assessed on the major themes/domains in each content area, and that

the chosen standards would not only be the most concrete but also represent building blocks/prerequisites to the Performance Task.

Once the blueprint standards and Access Points were agreed upon, activity choices were developed for each of the standards in each content area. To develop activity choices, Measured Progress special education and content specialists reviewed each Access Point and recommended a specific EU for ELA and mathematics, and a Participatory Access Point for science. The focus was on selecting the most concrete EUs and Participatory Access Points. Activity choices were developed as a means of providing teachers with more specific activity-type information that aligned with an EU or Access Point so that teachers could focus on determining the opportunities (the chance to provide a response to a question or an item) that would be presented to a student. Additionally, this ensured direct alignment with the Access Point and provided concrete, single-task activities in order to provide a level of standardization for the assessment. When an EU or Access Point was concrete and concise, the activity choice was written with the same wording as the EU or Access Point. Otherwise, the specialists broke down the EU or Access Point into separate activity choices. For each of the blueprint standards, there were two or three activity choices plus an associated example.

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

The feedback gathered regarding the trial administration revealed that the field felt that five standards per content area was too many for this population of students. As a result, along with guidance from TAC, the decision was made to reduce the number of assessed standards in each content area and EOC from five standards to three standards for the 2016–17 administration. Special education and content specialists from FDOE (the Bureau of Exceptional Education and Student Services and the Bureau of Standards and Instructional Support) and Measured Progress collaborated to determine which three standards would be assessed in the 2016–17 *FSAA—Datafolio Blueprint & Activity Choices* document for ELA, mathematics, and science. In addition, Measured Progress considered feedback on specific activity choices for ELA, mathematics, and science. The special education and content specialists provided updated ELA, mathematics, and science activity choices to FDOE specialists to review and edit. Revisions to the activity choices in ELA, mathematics, and science included updating the use of "and" to "and/or" when appropriate, changing the use of "i.e.," to "e.g.," and removing "( )" when appropriate so as not to indicate a requirement of the activity choice. In addition, in ELA any reference to text needing to be one or two grade levels below the current grade level was removed from the activity choices as this was not a requirement of the test design. Revisions to the ELA, mathematics, and science activity choices were made in preparation for the blueprint & activity choices (BAC) review meeting.

Additionally, social studies was added as an assessed content area for the 2016–17 administration of both the FSAA—PT and the FSAA—Datafolio. Special education and content specialists from FDOE and Measured Progress collaborated on which standards would be assessed for the new EOC assessments in Access Civics and Access U.S. History. Like the other content areas, the focus was on selecting the most concrete Participatory level Access Points. When an Access Point was not concrete and concise, the specialists broke down the Access Point into two or three activity choices, plus an associated example response for each. FDOE reviewed, edited, and approved the draft Access Civics and Access U.S. History activity choices in preparation for the BAC review meeting.

The BAC review meeting was held June 14–15, 2016, in Orlando to receive stakeholder feedback on the selected standards and the activity choices. The review committees consisted of both general education teachers from a variety of content areas and exceptional student education (ESE) teachers. Panelists reviewed each activity choice for its alignment with the corresponding EU, alignment of the activity choice with the Access Point, clarity and consistency of language, alignment of the example with the activity choice, and classroom feasibility for the target population. Additionally, the activity choices were reviewed for any potential administration, bias, and sensitivity issues. In general, the stakeholders agreed with the activity choices as written. Minor edits were requested to some of the activity choices to clarify requirements or to remove unnecessary language. Edits requested were mostly within the examples for the activity choices to make them as clear as possible for a teacher. Stakeholder feedback was incorporated in the revisions to the final 2016–17 *FSAA—Datafolio Blueprint & Activity Choices* document, which was located following Appendix A in the 2016–17 *FSAA—Datafolio Teacher Resource Guide*. The guide was available on the FSAA Portal. No changes were made to the blueprints or activity choices for the 2018–19 administration.

2.2 Alignment and Linkages

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

The study provided information related to the alignment of the Access Points to the corresponding LAFS, MAFS, and NGSSS. The Florida Standards Alternate Assessment Alignment Reports are available through the FDOE website.

In January 2018, FDOE contracted with edCount for a third-party alignment study of the FSAA—Datafolio component. The study focus questions and alignment study design were vetted through FDOE's TAC to ensure that the study was specifically tailored to the design of the FSAA—Datafolio.

edCount used the LAL alignment method as the basis to conduct the content alignment reviews and analyze the results (Flowers, Wakeman, Browder, & Karvonen, 2007). edCount adapted this method to best fit FDOE's data analysis needs. The evaluation of alignment and validity quality within the FSAA—Datafolio involved the collection and evaluation of evidence relating to eight evaluation questions. The criteria from the LAL alignment method were embedded within the study focus questions. The study questions are listed below:

1. To what degree are the appropriate students participating in the FSAA—Datafolio?
2. To what degree are the rationale for and the intent of the assessment clear, defined, and purposeful for the development and implementation of the FSAA—Datafolio?
3. To what degree is a rationale provided for the selection of the Access Points (reduction in scope and depth)?
4. To what degree are the EUs or Participatory Access Points aligned with the Access Points that are required for students with the most significant cognitive disabilities?
5. To what degree are the activity choices linked to the EUs or Participatory Access Points?
6. To what degree does the choice of EUs or Participatory Access Points show room for progression and differentiation across the years?
7. To what degree are the assessment and selected EUs or Participatory Access Points providing the highest challenge for this population of students and providing prerequisites that will lead them to the next level of the content (e.g., participation in the FSAA—Performance Task)?
8. To what degree does the assessment evidence (student work) gathered across the collection periods allow for a clear demonstration of a student's progress toward the content standards?

The Florida Standards Alternate Assessment—Datafolio Alignment Report is available through the FDOE website.

2.3 ASSESSMENT DESIGN

In 2014, FDOE determined that there was a need to develop an assessment that was responsive and meaningful for a subset of students who were eligible to take the alternate assessment. The FSAA—Datafolio was designed for students with the most significant cognitive disabilities, who typically do not have a formal mode of communication and are working at pre-academic levels, and was intended to utilize already existing instructional practices and activities that were individualized by the teacher for a student. It should be viewed as an extension of these instructional activities in order to gather assessment evidence for a student. The FSAA—Datafolio has very specific administration guidelines for a teacher to follow when gathering student evidence. The FSAA—Datafolio and the FSAA—PT are considered a continuum of assessment for the same grades and content areas, and based on the same content standards. Table 2-2 displays the grade levels, content areas, and access courses assessed on the 2018–19 FSAA—Datafolio.

Table 2-2. 2018–19 FSAA—Datafolio: Grade Levels and Content Areas Assessed

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

For the operational assessment, each content area and course assessment comprises three predetermined standard Access Points. Using the 2018–19 *FSAA—Datafolio Blueprint & Activity Choices* document, teachers built the assessment by selecting one activity choice from a list of two or three options per standard being assessed. During the three collection periods, teachers assessed students on each of the three standard activity choices by providing between five and eight opportunities for the student to perform the activity. The submission of all student evidence gathered during the three collection periods makes up each standard entry (SE). The results of each of the three collection period standard entries are then combined to determine a total content score that reflects the student's progress over time. See Chapter 3 for detailed information about the FSAA—Datafolio design.

2.4 OPERATIONAL BLUEPRINTS

For the 2015–16 FSAA—Datafolio trial administration, the blueprints for each grade included five standards to be assessed, typically spanning three to five reporting categories. The selected standards for each content area were based on those assessed on the FSAA—PT blueprints. Priority was given to ensuring a broad range of coverage of the reporting categories throughout a student's school career, as well as to those standards that were most concrete and considered to be most accessible for this student population. As previously described, based on feedback from the trial process, the blueprints for each grade and content area were reduced to the three most relevant and important standards in each content area; therefore, only three reporting categories are assessed at each content area and grade level. FDOE determined that special emphasis should be paid to the three standards determined for the FSAA—Datafolio, as these are considered the core standards for instruction and assessment for this population of students. The content assessed for all grade levels, content areas, and courses in the FSAA—Datafolio reflects the same areas assessed by the FSAA—PT as they are considered a continuum of assessment. See Appendix C for assessment blueprints for all content areas.

English Language Arts

Measured Progress collaborated with special education and content specialists at FDOE to develop the assessment blueprint for ELA grades 3–10. The FSAA—Datafolio assessment blueprint (see Appendix C) is fully aligned with the FS-APs through the EUs. In developing the assessment blueprint for ELA, Measured Progress staff examined the following documents/resources:

- Florida Standards Alternate Assessment—Performance Task, Test Design and Blueprint Specifications, English Language Arts blueprint
- Access course descriptions for ELA (grades 3–10)
- Florida Standards
- Florida Standards: ELA Access Points with essential understandings

The ELA blueprint design consists of three reporting categories from the Florida Standards at each grade level; however, over the course of a student's school career, each of the five reporting categories from the Florida Standards will be assessed. The five reporting categories from the Florida Standards are Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Language and Editing, and Text-Based Writing. These five categories encompass reading, writing, language, and speaking and listening standards. The genre may vary between informational and literary text as specified in each grade-level blueprint, with Text-Based Writing being the exception, only addressing informational text in grades 4–10. Teachers use the activity choice and EU information for each of the required three standards per grade level to develop activities that include five to eight opportunities for the student to demonstrate his or her knowledge and abilities related to the standard.

Mathematics

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

- Florida Standards Alternate Assessment—Performance Task, Test Design and Blueprint Specifications, Mathematics blueprint
- Access course descriptions for mathematics (grades 3–8)
- Access Algebra 1 and Access Geometry course descriptions and EOC assessment blueprints
- Florida Standards
- Florida Standards: Mathematics Access Points with essential understandings

Grades 3–5 address three of the five reporting categories at each grade with priority reporting categories of Operations, Algebraic Thinking, and Numbers in Base Ten (grade 3); Operations and Algebraic Thinking (grade 4); Operations, Algebraic Thinking, and Fractions (grade 5); Numbers and Operations-Fractions (grades 3–4); and Measurement, Data, and Geometry (grades 3–5) being covered in elementary mathematics. Grades 6–8 address three of the six reporting categories at each grade with priority reporting categories of Expressions and Equations (grades 6–7), Functions (grade 8), Geometry (grades 6–8), and Statistics and Probability (grades 6–8) being covered in middle school mathematics. Algebra 1 and Geometry address three reporting categories each, respective to the high school content introduced in each course. Teachers use the activity choice and EU information for each of the required three standards per grade level to develop activities that include five to eight opportunities for the student to demonstrate his or her knowledge and abilities related to the standard.

Science

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

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

An emphasis was placed on three of the four reporting categories for grades 5 and 8 that mirror the same Big Ideas that are assessed on the FSAA—PT. The priority reporting categories for grades 5 and 8 are Nature of Science, Physical Science, and Life Science. Biology 1 EOC assesses three reporting categories based on the Life Sciences standards covering Molecular and Cellular Biology; Classification, Heredity, and Evolution; and Organisms, Populations, and Ecosystems. Teachers use the activity choice and Access Point information for each of the required three standards per grade level or course to develop activities that include five to eight opportunities for the student to demonstrate his or her knowledge and abilities related to the standard.

Social Studies

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

- Florida Standards Alternate Assessment—Performance Task, Test Design and Blueprint Specifications, Social Studies blueprint
- Access course descriptions for Civics and U.S. History
- Next Generation Sunshine State Standards
- Next Generation Sunshine State Standards with Access Points

The FSAA—Datafolio addresses three of the four Civics reporting categories introduced in the grade 7 course with the priority reporting categories determined as Origin and Purposes of Law and Government; Roles, Rights, and Responsibilities of Citizens; and Organization and Function of Government. The FSAA—Datafolio addresses the three U.S. History reporting categories introduced in the high school course. These are Late Nineteenth and Early Twentieth Century, 1860–1910; Global Military, Political, and Economic Challenges, 1890–1940; and The United States and the Defense of the International Peace, 1940–present. Teachers use the activity choice and Access Point information for the required three standards per course to develop activities that include five to eight opportunities for the student to demonstrate his or her knowledge and abilities related to the standard.

CHAPTER 3 ASSESSMENT DESIGN

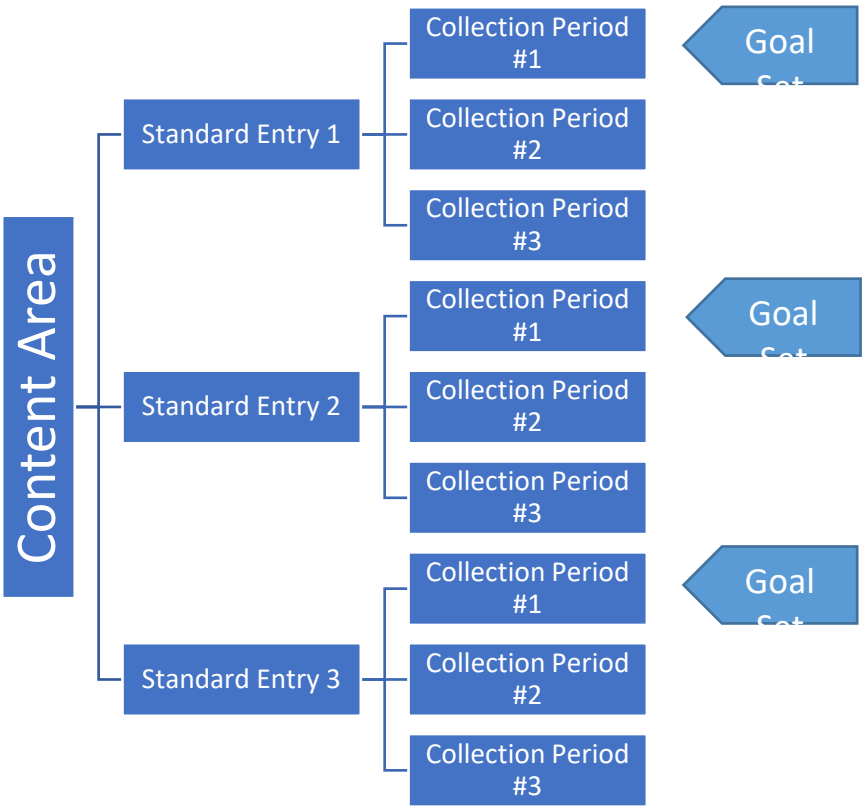
3.1 OVERVIEW

The FSAA—Datafolio was developed for those students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The assessment is designed to show student progress on a continuum of access toward academic content. Student progress is shown through reduced levels of assistance (LOAs) required to engage in the academic content and/or increased level of accuracy. The FSAA—Datafolio is a submission of student work products or other performance evidence from three established collection periods throughout the school year. The samples are developed from classroom activities/tasks that address selected skills. The student evidence is submitted by the teacher using the Assessment View System (AVS), an electronic submission and repository system that results in an electronic portfolio. See Table 2-2 for the grade levels, content areas, and courses assessed on the 2018–19 FSAA—Datafolio.

Each content area or course assessment comprises three predetermined standards/Access Points per content area. Using the 2018–19 *FSAA—Datafolio Blueprint & Activity Choices* document, teachers build the assessment by selecting one activity choice from a list of two or three options per standard being assessed. During the three collection periods, teachers assess students on each of the selected activity choices by providing between five and eight opportunities for the student to perform the activity. After the first collection period, which is the baseline, the teacher sets an LOA goal for each activity choice for the student. The teacher then works with the student during instruction to achieve this goal and collects evidence during Collection Periods #2 and #3 to document the student's progress toward achieving these goals (see Figure 3-1).

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

Figure 3-1. 2018–19 FSAA—Datafolio: Content Area Assessment Design



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

The steps for constructing the FSAA—Datafolio are outlined in the 2018–19 *FSAA—Datafolio Teacher Resource Guide*. This document was written to assist teachers in the planning, instruction, and assessment of students taking the FSAA—Datafolio. There are eight major steps in the process of the FSAA—Datafolio assessment. Steps 1–3 consist of planning and preparation, and steps 4–8 are specific to test administration.

Prior to completing the FSAA—Datafolio process steps the teacher meets with the IEP team to determine the appropriate avenue of participation in the state assessment designated for the student's grade level, using the participation guidelines. The team verifies that the student is eligible for the alternate assessment and meets the criteria for a significant cognitive disability, See Chapter 1 for more detailed information on Florida's participation criteria.

Step 1: Register and verify student information in the Assessment View System (AVS).

The teacher must register in the AVS before accessing the system. The *FSAA—Datafolio Teacher Resource Guide*, specifically "Part 2: Getting Started with the Assessment View System (AVS)" provides instructions on how to do this. The teacher must then verify student data, ensuring the student selector

(student roster) displays the correct student(s) and confirming the demographic information, including the grade, content, and course assignments for a student are correct. The teacher can correct student information by noting the corrections on the FSAA—Datafolio AVS Correction Form and submitting it to the School Level Coordinator (SLC) or Alternate Assessment Coordinator (AAC). For a student that transfers there is a Late Enrollment Form that is completed by the teacher and submitted as the first page of evidence for the initial collection period for which the student is eligible to participate in the FSAA—Datafolio.

Step 2: Identify the activity choices for assessment.

At the beginning of the assessment, the teacher identifies which activity choices the student will be assessed on. For each content area being assessed at a grade level, three standards have been identified for assessment on the FSAA—Datafolio. Each of the three content area standards has two or three activity choices related to that standard. A single activity choice per standard must be selected. The standards and activity choices can be found in Appendix B of the 2018–19 *FSAA—Datafolio Teacher Resource Guide*. This document provides the reporting category, domain or strand, the general education standard and code, the Access Point and code, the EUs related to the Access Point, and the two or three activity choices. See the example in Figure 3-2.

Figure 3-2. 2018–19 FSAA—Datafolio: Grade 3 ELA Example

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

Once the selections are made, the teacher must identify the targeted skill(s) within each activity choice to determine what is required for assessment. Next, the teacher determines the most appropriate

way to present those skills to the student while maintaining alignment with the requirements of the targeted skills.

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

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

3.1.2 Develop a Data Collection Plan for Instruction and Assessment

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

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

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

3.1.3 Collection Periods #1–3 Data Collection Process (Steps 4–8)

During Collection Period #1, the teacher collects baseline evidence to identify the student's performance level *prior* to instruction. The evidence collected during this first collection period is used to determine a baseline of the student's level of assistance (LOA) for each activity choice (see Figure 3-3). It is recommended that Collection Period #1 assessments be completed with the LOA required by the student to engage in the activity in order to demonstrate a baseline level. From this baseline evidence, the teacher identifies both the LOA required to engage the student in the content for assessment as well as the level of accuracy the student achieved in the activity to determine the student's performance level.

Figure 3-3. 2018–19 FSAA—Datafolio: Levels of Assistance (LOA)

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

As outlined in Section 3.1.1, teachers begin the process by following the planning and preparation described in steps 1–3. Once they have completed these steps, they can move into the actual administration: gathering evidence for Collection Period #1, determining the LOA goal, uploading evidence, and then continuing to gather and upload evidence for Collection Period #2 and Collection Period #3. The process that teachers are directed to follow is outlined in steps 4–8.

Step 4: Gather Collection Period #1 evidence.

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

The following are types of allowable FSAA—Datafolio evidence:

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

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

- observation evidence for Collection Period #1,
- work product evidence for Collection Period #2, and
- digital recording evidence for Collection Period #3.

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

Step 5: Establish LOA goals.

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

It is possible and appropriate to have a student utilizing physical assistance (P) for one activity choice and gestural assistance (G) for another activity choice within or across content areas, courses, and grades. The goal is to determine progress across performance. It is important to remember that the FSAA—Datafolio is a compilation of student evidence and is intended to produce a snapshot in time of the progress the student has or has not made in relation to the activity choices and LOA goals selected for assessment.

The following is best practice process for setting LOA goals:

- Administer the baseline assessment for the activity choice using the LOA most commonly used with the student during similar activities during classroom instruction.

- Calculate the accuracy score and consider the results.

If the student achieved an accuracy score of 51% or higher, it would be appropriate to set the LOA goal to reflect a decreased LOA from the baseline (e.g., if the baseline was administered with gestural assistance, set the LOA goal to utilizing verbal assistance).

If the student achieved an accuracy score of less than 51% and if, in a teacher's professional opinion, the student is likely to require the time between Collection Periods #1 and #3 to achieve an accuracy score of 51% or higher at the LOA provided during Collection Period #1, the LOA goal may be set to improving accuracy within that LOA.

Step 6: Create electronic files and upload to the Assessment View System (AVS).

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

Step 7: Provide instruction, gather and upload evidence for Collection Periods #2 and #3.

After the completion of all Collection Period #1 activities, the teacher incorporates explicit instructional opportunities that target the identified goals in preparation for Collection Period #2. The teacher instructs the student on the activity choices that were selected within the context of the classroom curriculum, providing opportunities for learning and acquisition of the skills and concepts contained within each activity choice. In addition to instructing on the content of the activity choices, the teacher instructs in the LOA skills to help the student progress toward the LOA goals that were set at the end of the first collection period.

Collection periods #2 and #3 assess the same activity choice skills and concepts as previously selected and assessed during Collection Period #1. The evidence is collected and documented following the same procedures as previously outlined.

- This evidence assesses the same activity choice as in the first collection period evidence using a different instructional activity.
- The level of complexity of the evidence is comparable across all collection periods.
- Collected evidence provides at least five and no more than eight opportunities that align to the selected activity choice. These opportunities are provided using the LOA goal that was set after the first collection period.
- Evidence collection occurs within the dates specified for each collection period.

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

Step 8: Complete and upload required forms.

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

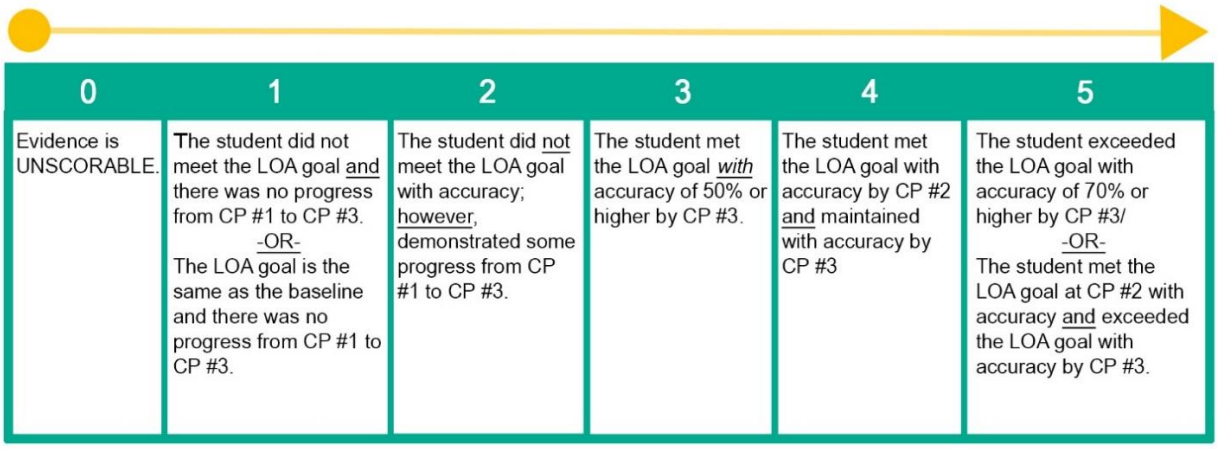
- **Ethics in Data Collection and Submission Form:** This form is required for all students with an FSAA—Datafolio for submission. The form validates that the Datafolio evidence is appropriate for the student and was generated in the appropriate manner. The form is signed by both the teacher and the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

During this step, teachers are also directed to complete and submit students' LCI data within the Assessment Module of the AVS. Responses are required for each item within the LCI. The LCI data can be used as a basis to assist parents, teachers, and IEP teams in discussing and establishing long-term goals, and to document progress over longer periods of time. Additionally, the data can provide important information about the general characteristics of students participating in the FSAA—Datafolio to inform relevant policy.

3.2 ASSESSMENT DIMENSIONS

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

Figure 3-4. 2018–19 FSAA—Datafolio Progress Rubric: Progress Score Legend



3.3 ACCOMMODATIONS

The FSAA—Datafolio is designed to allow maximum access to students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. Some students may require adjustments and/or modified materials to access the assessment and demonstrate their knowledge (including the use of assistive technology devices). Adjustments are available to all students on alternate assessment who have been found eligible to receive exceptional student education (ESE) services.

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

Traditional accommodations, such as presentation mode, response mode, flexible setting, and scheduling, are allowed when assessing students on the FSAA—Datafolio. Some students may require additional accommodations to gain access to the assessment. Additional accommodations are available for students with visual impairments, students who are deaf/hard of hearing, and English language learners (specific accommodations). These additional accommodations are outlined in the 2018–19 *FSAA—Datafolio Teacher Resource Guide*. All accommodations used during the administration of the assessment should be designated in the student's IEP and align with what the student uses on a daily basis during classroom instruction.

CHAPTER 4 ALIGNMENT

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

For the FSAA—Datafolio, FDOE developed a set of Achievement Level Policy Definitions to delineate the expectations of achievement for each achievement level. In addition, grade- and content-specific achievement level descriptions (ALDs) were developed. The descriptions provide more granular information about student performance relative to content area and grade level. The definitions and the descriptions were intended to (1) guide participants during the standard-setting process for the FSAA—Datafolio in July 2017, (2) provide useful information regarding the score interpretation on Student and Parent Reports, and (3) assist with teacher understanding of expectations for the progression of student performance at each achievement level. FDOE, in collaboration with Measured Progress, determined that student performance should be divided into three achievement levels for the FSAA—Datafolio. This determination was based on the assessment design expectations and the overall purpose of the FSAA—Datafolio.

4.1.1 Achievement Level Policy Definitions

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

4.1.2 Achievement Level Descriptions, Grade Content as Modifier Specific

For each achievement level on an assessment, ALDs should illustrate observable evidence of achievement. The FSAA—Datafolio assesses the educational performance and progress of students through a collection of student work across three specific collection periods throughout the year. This assessment is designed to show student progress on a continuum of access toward academic content. The FSAA—Datafolio ALDs provide performance expectations through demonstration of progress shown toward the level of assistance (LOA) goal that is expected in a particular achievement level. The LOA goal is set individually for each student for each standard assessed and represents an increase in student independence toward accessing each standard. Based on an individual student's need, the teacher may set the LOA goal at one of the following levels: physical assistance (P), gestural assistance (G), verbal assistance (V), model assistance (M), or independent (I). The activities developed by the teacher are

within the context of the content assessed. For each activity, the teacher documents the assistance provided and the student's accuracy.

The information in the content-specific descriptions is tailored to include the Florida Standards Access Points for English language arts (ELA) and mathematics, Next Generation Sunshine State Standards Participatory Access Points for science and social studies, and progress-specific detail within each achievement level. Because the FSAA—Datafolio is based on student progress toward an LOA goal, the content-specific information in each achievement level is consistent.

The development of definitions and descriptions occurred in winter 2016 through spring 2017. Measured Progress developed the draft definitions and descriptions, which were then reviewed and edited by FDOE, then reviewed again by five members of the FSAA—Datafolio Advisory Subcommittee. In general, the feedback was positive about the information within the definitions and descriptions, and only minor updates were requested. The draft definitions and descriptions were updated by Measured Progress and were reviewed and approved by FDOE in preparation for standard setting. During standard setting in July 2017, the definitions and descriptions for each grade and content area were provided to panelists and served as the official description of the knowledge, skills, and abilities (KSAs) that students are expected to display for each achievement level. The information used within the ALDs provided some parameters and flexibility to allow for a basic picture of student performance without being overly prescriptive. The standard-setting panelists were able to come to a consensus with a generalized understanding of the information described in the ALDs due to their extensive knowledge of the FSAA—Datafolio student population combined with an understanding of the Access Points.

4.2 PROMOTING ALIGNMENT THROUGH STANDARD SETTING

Standard setting was conducted in July 2017 to establish cut scores for each achievement level in ELA, mathematics, science, and social studies. To ensure continuity of score reporting across years, the cuts that were established at the standard-setting meeting will continue to be used in future years, until it is necessary to reset standards. The *Florida Standards Alternate Assessment—Datafolio Standard Setting Report* is available through the FDOE website.

CHAPTER 5 TRAINING AND ADMINISTRATION

5.1 ADMINISTRATOR TRAINING

Administration training for the 2018–19 academic year administration of the FSAA—Datafolio was provided to 258 individuals in Orlando on July 24–27, 2018, and to 179 individuals in Orlando on August 27–29, 2018. July training consisted of five groups of participants, and August training consisted of three groups of participants in three half-day sessions: Session 1: Administration; Session 2: Content Differentiation with Project ACCESS; and Session 3: Using the AVS. Supporting Datafolio Administration for Alternate Assessment Coordinators was offered on July 27 and August 29, 2018. In July there were 44 participants, and in August there were eight. Four sessions of the Developing Opportunities for Activity Choices workshop were offered in Orlando on August 29–31, 2018. There were a total of 109 participants across four groups. In each training session in July and August, participants were given the opportunity to provide anonymous written feedback in survey format. The feedback was consistently positive. Overall, participants appreciated the three-session format and found the sessions to be complementary. Participant feedback also included suggestions on how to improve the FSAA—Datafolio administration training, including allowing Session 3 to be completed remotely and offering a shorter update training for individuals who have previously participated in training.

Measured Progress produced a series of asynchronous online video trainings based on Sessions 1 and 3 to further support the field during administration. These modules were based on the live, in-state trainings conducted in July and August 2018. These training videos were posted online, and links to the modules were distributed to the field in an e-mail blast and posted on the FSAA Portal website.

A total of four administration training modules and three tutorials were produced. Module 1 provided an overview of the 2018–19 FSAA—Datafolio, the 2018–19 *FSAA—Datafolio Teacher Resource Guide*, and the 2018–19 *FSAA—Datafolio Blueprint & Activity Choices* document. Module 2 provided information on response accommodations and levels of assistance (LOAs). Modules 3 and 4 provided information on administration procedures and forms. Tutorial 1, which summarized changes made to the administration policies and procedures after the 2015–16 trial administration, was unchanged and remained available as a resource. Tutorial 2 provided a definition of terms used in the FSAA—Datafolio. Tutorial 3 reviewed how to complete the forms associated with the FSAA—Datafolio. Tutorial 4 provided information on goal setting.

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

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

Similar to 2017–18, Measured Progress received positive feedback from the field on the training modules and tutorials, with viewers reporting that they were helpful and informative.

The FSAA Service Center was available to provide support by phone and e-mail. Calls to the FSAA Service Center centered around support for uploading evidence to the AVS, connecting teacher and student accounts, and technical support for merging PDFs into evidence files. Special education specialists were also available to provide additional support to the field for content- and instruction-related questions. The special education specialists answered questions related to how to implement LOAs with students of varying abilities and with a variety of communication modalities, and how to appropriately set goals for students participating in the FSAA—Datafolio. Additionally, the special education specialists provided support on how to implement activity choices for students using classroom materials and/or creating and adapting materials. The special education specialists provided support to individual teachers as well as to small groups of teachers from a school.

5.1.1 Teacher Resource Guide

The 2018–19 *FSAA—Datafolio Teacher Resource Guide* and the 2018–19 *FSAA—Datafolio Blueprint & Activity Choices* document were provided to teachers who attended the face-to-face trainings in July and August 2018. These documents were also available in PDF format within the AVS and on the FSAA Portal. The 2018–19 *FSAA—Datafolio Teacher Resource Guide* contained information on administration policies and procedures and the use of the AVS (separated into sections for teachers and system administrators). In addition to the *FSAA—Datafolio Teacher Resource Guide* educators are directed to consult *the Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams, June 2018* for participation and assessment decision-making information.

5.2 Operational Test Administration

The 2018–19 FSAA—Datafolio was administered during the following dates:

- Collection Period #1: September 4–28, 2018
- AVS Goal Setting: October 1–10, 2018
- Collection Period #2: November 14–December 21, 2018
- Collection Period #3: March 11–April 5, 2019
- AVS Closed: April 12, 2019

5.2.1 Operational Test Survey Results

Two online administration surveys were conducted for the 2018–19 administration. One survey targeted teachers who administered the FSAA—Datafolio, while the other survey targeted system administrators (i.e., AACs and School Level Coordinators). The survey asked educators to provide demographic information such as school district, number of years teaching, and number of years teaching students with the most significant cognitive disabilities. Teachers were also asked to provide information on the training they had attended and whether they would like any additional information on FSAA—Datafolio topics. Information about the administration process, including the number of students administered, the amount of time required to administer a content area, and the ease of the administration process, was also collected. Lastly, teachers were given an opportunity to provide feedback on any other considerations in an open-response format. System administrators were asked to provide information on the use of the AVS, including recommendations for training improvements and overall ease of use of the AVS.

Some teachers provided positive feedback regarding how accessible and appropriate the FSAA—Datafolio was for this population of students. Most respondents—trained either through the face-to-face trainings or by using the recorded modules—indicated that they felt prepared to administer the FSAA—Datafolio. The challenges expressed pertained to needing more information about the activity choices and how to incorporate them into instruction, and the amount of time it took to create worksheets and/or opportunities to assess the student. System administrators provided positive feedback regarding the AVS training modules and felt that they had the information they needed. Survey results and the rangefinding feedback can be found in Appendix D.

CHAPTER 6 RANGEFINDING AND SCORING

6.1 RANGEFINDING

A rangefinding meeting took place on February 7, 2019, in Tallahassee. Measured Progress staff in collaboration with FDOE staff facilitated the meeting and rangefinding process. Five individuals from the FSAA—Datafolio Advisory Subcommittee participated in the process. The purpose of the rangefinding process was to "test drive" the scoring procedures, practices, and qualifiers.

In preparation for rangefinding, the scoring procedures were updated by Measured Progress and reviewed by FDOE. The updates were made to further streamline the scoring procedures based on the 2017–18 scoring. In addition, rangefinding materials were prepared, such as an agenda; nondisclosure, reimbursement, and meeting feedback forms; a training presentation; and a rangefinding worksheet.

Participants were trained in the FSAA—Datafolio scoring procedures and then asked to score six qualifiers. Participants were asked to identify any challenges encountered during the scoring process and to provide feedback on the qualifier samples. At the end of rangefinding, an open forum was provided for participants to provide feedback that could be incorporated into the scoring procedures and scoring training materials, as well as general feedback that could be incorporated into the 2018–19 *FSAA—Datafolio Teacher Resource Guide* and administration training. Participant feedback also included recommendations for minor updates to the scoring procedures and qualifiers.

6.2 SCORING

The 2018–19 FSAA—Datafolio scoring session was held in Alpharetta, Georgia. Fifty-one professionally trained scorers and eight table leaders participated in the scoring sessions. Measured Progress screened, hired, and trained the scorers for FSAA—Datafolio scoring. The 59 participants scored a total of 815 FSAA—Datafolios.

6.3 TABLE LEADER AND SCORER RECRUITMENT AND QUALIFICATIONS

Table leaders were handpicked by Measured Progress staff from a pool of experienced scorers and table leaders. The table leaders were selected after attending a weeklong, intensive "bootcamp" during which they learned the fundamentals of scoring and leadership. They were also trained specifically to score the Datafolios prior to the training of the scorers. Two of the eight table leaders were selected from the scorer pool after training.

The qualifications of the table leaders and scorers were as follows:

- 28.6% of the scorers and table leaders had prior teaching experience.
- 10.7% of the table leaders and scorers had previous scoring experience.

- 78.6% of the table leaders and scorers possessed at minimum a bachelor's degree.
- 19.6% of the team possessed a master's degree.
- 1.8% had earned a Ph.D.

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

6.4 Table Leader and Scorer Training

Measured Progress table leaders attended a two-day training session in Alpharetta, Georgia, on April 17, 18, 23, and 24, 2019. During the sessions, materials were distributed and thoroughly reviewed, sample FSAA—Datafolio entries were provided, and table leaders were required to take and pass the scoring qualifiers. The initial qualifier set consisted of three standards from three different students. If an individual was not able to pass the initial qualifier set, up to three individual standard entries were available. All table leaders passed the scoring qualifiers. Table leaders participated in a second day of training with scorers. On the first day of scoring, table leaders again reviewed the table leader guidelines. Additionally, a table leader check-in occurred each scoring day.

Content and scoring training for scorers occurred prior to any scorer scoring FSAA—Datafolio entries. Scorers were provided an overview of the FSAA—Datafolio specific to the administration requirements and were then guided through each step in the scoring process via a PowerPoint presentation and the 2018–19 scoring procedures. Scorers were led through three sample entries that had been prepared ahead of time to help them with the process and to identify potential scoring issues.

Personnel from Measured Progress were available to answer questions that arose during both the training and actual scoring sessions. After training, all scorers were required to take and pass the scoring qualifiers. Scorers were given an initial qualifier set. If he or she did not qualify, the individual was retrained and up to three additional opportunities were provided to pass the qualifiers; those who did not pass after additional training and qualifiers were removed from the scoring project.

Scorers and table leaders were provided with the 2018–19 scoring procedures, which included the progress rubric, the 2018–19 *FSAA—Datafolio Blueprint & Activity Choices* document, and the scoring worksheet. In addition, table leaders were provided with table leader-specific forms. These included the Read-Behind Tracking Sheet, the Standard Entry Skip Approval Form, and the Scorer Evaluation Form. Each form and its purpose were reviewed with the table leaders.

6.5 Scoring Process

The scoring process was explained in detail to the scorers throughout the trainings and during any retraining as needed. Each standard entry was scored at least twice in a double-blind fashion. Any

discrepant dimension(s) within the standard entry was then scored a third time (see Chapter 9 for inter-rater consistency). Standard entries were scored a third time if scorers 1 and 2 did not have exact agreement for form documentation (i.e., Ethics in Data Collection and Submission Form, Digital Recording Consent Form), individual collection period alignment, progress score, or the comment code on any standard entry. The third scorer determined the final score of record for each dimension that was discrepant. The third scores were completed primarily by table leaders and occasionally by Measured Progress staff members, as needed.

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

The next step in the process required scorers to check for evidence files uploaded for the collection periods, required forms, and LOA goal indicated for a standard entry. Evidence files needed to be submitted for at least two of the collection periods for the standard entry to be scorable. For each form, the scorer marked "yes" or "no" in the AVS accordingly. The scorer marked "yes" when the form was present or "no" when it was either not present or not signed. For the LOA goal, scorers needed to see it indicated in the AVS for a standard entry, explicitly indicated on the Collection Period #1 evidence, or documented on a Late Enrollment Form in the Collection Period #2 evidence. If the LOA goal was indicated, the scorer continued scoring the standard entry. If the LOA goal was not documented, the standard entry was unscorable. Scorers then reviewed the evidence for each individual collection period for any issues that might make the collection period entry unscorable, such as evidence having not been submitted, evidence not aligning to the activity choice, evidence containing fewer than five opportunities, accuracy or LOA documentation not being verifiable, or evidence falling outside of the acceptable date ranges for the collection period. These issues resulted in an unscorable collection period entry and were therefore disregarded. These issues resulted in lower scores for a standard entry due to a collection period entry being disregarded; if these issues occurred in more than one collection period entry, then the standard entry was unscorable.

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

The first scorer entered his or her scores in the AVS for the standard entry. If the scorer noted any discrepancies between data entered into the AVS and data within the evidence, the scorer entered the correct data in the Optional Scorer Correction Fields in the AVS. Lastly, the scorers provided four

comment codes to provide feedback at the standard entry level to the teacher who submitted the FSAA—Datafolio. There were a total of 20 possible comments, with comments 10 and 20 indicating that the standard entry was scorable and that no issues were found.

Once the standard entries were completely scored by Scorer 1, they were automatically reassigned within the AVS to a second scorer. The second scorer followed the same scoring process. Scorers were unable to see any previously assigned scores or comment codes, ensuring 100% double-blind scoring. Standard entries that had scores from Scorer 1 and Scorer 2 that were not in agreement were routed to a table leader for a third score on those dimensions that did not meet the scoring rules. Agreement or discrepancy was calculated for the following dimensions: Ethics in Data Collection and Submission Form submitted, Digital Recording Consent Form submitted, Collection Period #1 alignment, Collection Period #2 alignment, Collection Period #3 alignment, Progress Score, Comment Code 1, Comment Code 2, Comment Code 3, and Comment Code 4. Agreement is an exact match of the field and a discrepancy would be triggered if there is not an exact match of the field (e.g., "Yes" is selected by Scorer 1 for Ethics in Data Collection and Submission Form submitted and "No" is selected by Scorer 2 for Ethics in Data Collection and Submission Form submitted). The Scorer 3 completes all the same fields as Scorer 1 and Scorer 2. (Chapter 9 discusses levels of agreement in detail.)

In addition to performing third reads, the table leader's role was to perform a read-behind observation of each scorer on a daily basis to evaluate whether each scorer understood the scoring process and rules (the read-behind process is described in Section 6.7). The table leader would also scan the scores to ensure that all appropriate sections were filled in and that the standard entry was fully scored prior to a scorer submitting his or her scores into the AVS.

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

6.6 SECURITY

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

6.7 SCORING QUALITY CONTROL

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

- Read-Behind Procedures
- Double-Blind Scoring
- Inter-rater Reliability (IRR) Scoring Reports

Read-Behind Procedures

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

Double-Blind Scoring

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

Inter-rater Reliability (IRR) Scoring Reports

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

100 * (total_agreed /(4 * total_scored))

Total agreed = exact agreement on progress score assigned and Collection Period #1, #2, and #3 "yes/no"
4 = number of elements that are part of the total agreed components
Total scored = the total number of entries scored

For any scorer who received less than 80% accuracy in the IRR, Measured Progress staff consulted with the scorer's table leader and retraining was provided. In addition, increased monitoring was completed by the table leader (i.e., additional read-behind was conducted). More details of the IRR data process can be found in Chapter 9.

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

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

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

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

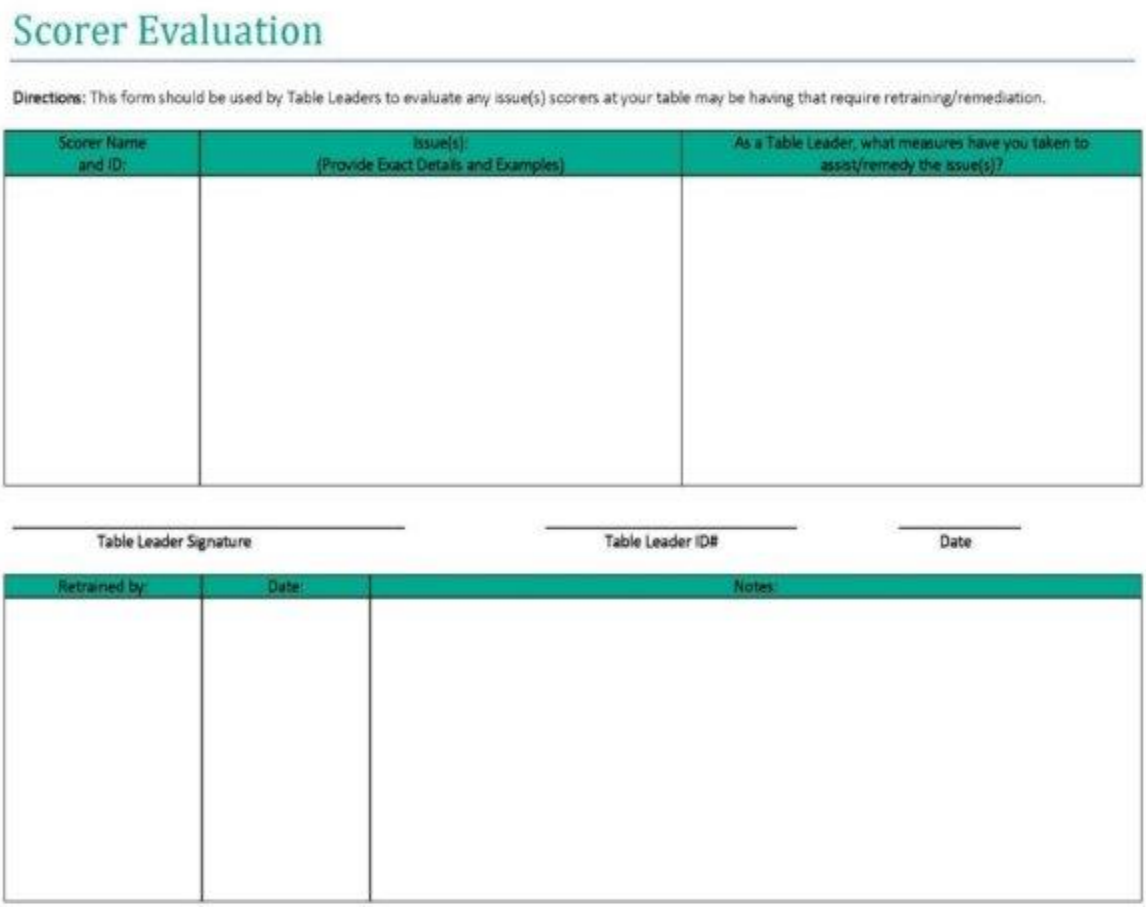
6.8 SCORER RELIABILITY

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

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

Table leaders also participated in daily debriefs with Measured Progress staff, and a representative from FDOE when present. During the daily debriefing, table leaders were asked to identify any issues that scorers were having in understanding the scoring procedures, activity choices, or scoring clarifications that were posted daily. They were further asked to identify any particular scorers who appeared to be struggling, document the issues in detail on the Scorer Evaluation Form (see Figure 6-1), and submit it to Measured Progress staff for follow-up, retraining, and additional read-behinds. Once a table leader submitted a Scorer Evaluation Form to Measured Progress staff, the program management team asked clarifying questions of the table leader about the written documentation to ensure that the table leader's perspective was accurately captured and reflective of what was occurring with that particular scorer. Measured Progress staff would speak with that scorer individually at the beginning of the next shift to review the identified issues. It is important to note that Scorer Evaluation Forms could also be submitted at times during a shift, and those identified scorers would be retrained within an hour of the submission of the form from a table leader. Each scorer who was retrained, upon resuming scoring portfolios, would be read behind by the table leader for his or her next standard entry. Table leaders would inform Measured Progress staff if there had been no improvement in the individual's scoring. During the 2018–19 scoring, there were no scorers that needed this level of retraining.

Figure 6-1. 2018–19 FSAA—Datafolio: Scorer Evaluation Form



Scorer Evaluation

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

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

Table Leader Signature _____ Table Leader ID# _____ Date _____

Retrained by:	Date:	Notes:

A third step for determining scorer reliability was through the use of IRR data. An electronic program identified any scoring discrepancies between Scorer 1 and Scorer 2 and then— using the score of record— provided scorer accuracy rates based on the scoring elements of progress score and collection period alignment. All scorers were able to maintain at least the minimum requirement of 80% accuracy for the 2018–19 scoring session.

If any scorer had received less than 80% accuracy overall in the IRR, Measured Progress staff would have consulted with the scorer's table leader. Based on the IRR and table leader feedback, Measured Progress would have first instructed the table leader to address specific issues with the scorer. Upon resuming scoring, the scorer would then have a read-behind completed for the next standard entry. Table leaders would then be instructed to inform Measured Progress if there was no improvement. The IRR reports for any identified scorers would then be monitored for an increase in their inter-rater percentage. Follow-up check-ins with the table leaders and scorers would be completed to ensure improvement of the previously problematic areas. If the IRR did not improve, Measured Progress staff would then pull the scorer individually and provide retraining. After retraining occurred, if the scorer's overall performance had not improved in the areas where retraining occurred, or if the scorer's accuracy

rate had not risen to at least 80%, the scorer would have been in jeopardy of being terminated from the project. Again, all scorers were able to maintain at least the minimum requirement of 80% accuracy for the 2018–19 scoring session.

In addition to the presence of Measured Progress program management staff, FDOE was on-site for the start and was available via phone and e-mail for the remainder of the scoring process. This partnership proved essential, enabling clarifications to be made to any aspect of the scoring process. Throughout the scoring process, clarifications were provided to table leaders and scorers about scoring rules (e.g., how to treat entries with multiple LOAs listed), specific ELA text genre criteria, and the proper order to enter comment codes into the AVS.

CHAPTER 7 REPORTING

7.1 REPORT SHELLS

Reports were provided for the FSAA—Datafolio for the 2018–19 administration. Two standard reporting products were provided to parents/guardians and schools: Student and Parent Reports for individual students and school-level Student Roster Reports. Each reporting product was provided in digital file format, for secure online access by participating districts, as well as print format, for distribution at the district and school levels, and for student/parent/guardian home use. Each reporting product is included in Appendix F.

The Student and Parent Report was created as a full-color, 11" x 17" portrait-oriented report, with a front page and a back page. Students in grades 3–8 who tested in ELA, mathematics, or science received a single score report that included results for all tested content areas. Students who participated in any EOC assessments received one score report per tested content area. The front page of the Student and Parent Report contained the assessment name and student demographic information, including the student's name, State ID, and grade, as well as the administration date, district name, and school name. The front page also contained descriptive information about the assessment and additional references and resources to assist teachers and parents/guardians in preparing their student for the next grade and/or course. The back page of the Student and Parent Report contained the student's results for each test. In 2017–18, progress scores were reported for each reporting category, based on the approved scoring rubric. In addition to providing progress scores, each reporting category's Access Point and activity choices were presented for additional context, specific to each test and grade. For each content area, the achievement level was provided and the Achievement Level Policy Definitions were included on the report. The bottom of the results page also contained a legend that illustrated the possible progress score ranges (0–5), as well as definitions for each progress score, to assist parents/guardians and teachers in interpreting what each score value represented.

In 2018–19, longitudinal LOA, progress score, and achievement level information was added to the Student and Parent Report in ELA and mathematics for students in grades 3–8. Science is assessed in grades 5 and 8 and through the Biology 1 EOC, and the mathematics EOCs of Algebra 1 and Geometry do not occur in consecutive grades; therefore, no longitudinal data is available. Historical information is also provided in ELA 1 and ELA 2 as these follow consecutively from grade 8.

The Student Roster Report was created as a full-color, 8.5" x 11" landscape-oriented, multipage report. This report was created at the school level and contained results for all tested students in a school organized by content area, then by grade, and then by student last name. The report header contained information about the assessment, such as the assessment name, the report name, the administration date, and the district and school names. Limited student demographic information was displayed for each

student, including the student's name, State ID, and grade. The Student Roster Report provided progress scores and comment codes for each reporting category; additionally, a participation status was provided for each student. A legend was provided at the bottom of the report that defined each comment code and participation status.

There were significant changes in the appearance of the Student and Parent Reports to allow for emphasis on the achievement level. The Student and Parent Report was also updated to align with the Performance Task Student and Parent Report. There were also changes made to the Student Roster Report to include reporting on achievement levels.

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

7.2 Processing and Reporting Business Requirements

To ensure that reported results for FSAA—Datafolio assessments were accurate relative to collected data and other pertinent information, a document delineating the processing and reporting business requirements was prepared. The processing and reporting business requirements were observed in the analyses of FSAA—Datafolio test data and in reporting content area results. These requirements also guided data analysts in identifying data from students 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

CHAPTER 8 ACHIEVEMENT STANDARDS

8.1 ACHIEVEMENT LEVEL DESCRIPTIONS FOR FSAA—DATAFOLIO

FDOE developed a set of Achievement Level Policy Definitions for the FSAA—Datafolio to delineate the expectations of achievement for each achievement level. In collaboration with Measured Progress, FDOE drafted grade- and content-specific achievement level descriptions (ALDs). The ALDs described the knowledge, skills, and abilities (KSAs) that students must demonstrate to be classified into an achievement level for each grade and content area. The FSAA—Datafolio Advisory Subcommittee, consisting of members of the Access Points Advisory Committee on Instruction and Alternate Assessment and teachers who had administered the FSAA—Datafolio, reviewed and provided input on the draft descriptions prior to the standard-setting meeting, where they were presented to the panelists. The ALDs defined three achievement levels (Level 1, Level 2, and Level 3) for the FSAA—Datafolio. The Achievement Level Policy Definitions and the ALDs can be found in Appendix H.

8.2 SCORE COMBINATIONS

Each of the FSAA—Datafolios assessed three standards, and student submissions on each standard entry were scored on a rubric of 0–5. There were, therefore, six possible score points (0, 1, 2, 3, 4, or 5) on each submission. Achievement level classifications were intended for score combinations, not scores. With three entries and each entry scored on a 0–5 rubric, mathematically, this would result in a total of 216 permutations. However, from a content perspective, the order of obtaining a particular score on any of the three standards did not matter as there was not a link or progression associated with the three assessed standards. For example, the three standards for Grade 3 ELA—Key Ideas and Details, Integration of Knowledge and Ideas, and Language and Editing—assessed different content domains. No order of importance was attached to any of the three standards or to the scores associated with them. The scores on the three entries were combined such that orders of scores did not matter. Consequently, score combinations of 123, 132, 213, 231, 312, and 321 were considered as one unique combination. This resulted in a total of 56 possible unique score combinations. Score combinations used in standard setting are presented in Table 8-1. Score combination distributions for the 2018–19 FSAA—Datafolio administration are included by content area in Appendix I.

8.3 ACHIEVEMENT LEVEL CATEGORIZATION OF SCORE COMBINATIONS

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

Table 8-1. 2018–19 FSAA—Datafolio Standard Setting
July 2017—Policy Adjustment Results

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

continued

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

There are two things to note about the score combination classifications. First, Table 8-1 includes an achievement level of 0 (Level 0). Not defined in the ALDs, Level 0 was added as an outcome of standard setting. In Phase A of the standard-setting meeting, the panelists centered a discussion on scores of 0. Panelists noted that many of the instances that resulted in a score of 0 were due to teacher error. They discussed this at length and were not comfortable with the idea of this impacting student performance results. Panelists requested the ability to place the score combinations into Levels 0, 1, 2, and 3. This adjustment was made during the meeting after the Phase A activities and prior to the Phase B activities. Although Level 0 was added as a performance level for reporting purposes, students at level 0 are students for whom there are no scorable materials on any entries for a content area. Thus, the statistical results in this Technical Report are presented excluding students at level 0. Second, these achievement level categorizations underwent the 90-day public review as required by the Florida Legislature. They were finalized on February 20, 2018.

8.4 ACHIEVEMENT LEVEL DISTRIBUTION

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

Table 8-2. 2018–19 FSAA—Datafolio: Achievement Level Distributions by Content Area and Grade

Content Area	Grade	Total N	Achievement Level	Count	Percent
ELA	3	74	1	10	13.51
			2	32	43.24
			3	32	43.24
	4	72	1	9	12.50
			2	28	38.89
			3	35	48.61
	5	67	1	15	22.39
			2	26	38.81
			3	26	38.81
	6	65	1	7	10.77
			2	30	46.15
			3	28	43.08
	7	67	1	17	25.37
			2	27	40.30
			3	23	34.33
	8	72	1	16	22.22
			2	30	41.67
			3	26	36.11
	9	47	1	8	17.02
			2	22	46.81
			3	17	36.17
	10	52	1	9	17.31
			2	22	42.31
			3	21	40.38
Mathematics	3	76	1	9	11.84
			2	40	52.63
			3	27	35.53
	4	80	1	15	18.75
			2	40	50.00
			3	25	31.25
	5	70	1	20	28.57
			2	31	44.29
			3	19	27.14
	6	64	1	9	14.06
			2	34	53.13
			3	21	32.81

continued

Content Area	Grade	Total N	Achievement Level	Count	Percent
Mathematics	7	68	1	10	14.71
			2	31	45.59
			3	27	39.71
	8	67	1	18	26.87
			2	34	50.75
			3	15	22.39
Science	5	67	1	12	17.91
			2	33	49.25
			3	22	32.84
	8	76	1	19	25.00
			2	34	44.74
			3	23	30.26
Algebra 1	EOC	61	1	8	13.11
			2	28	45.90
			3	25	40.98
Biology 1	EOC	53	1	12	22.64
			2	18	33.96
			3	23	43.40
Geometry	EOC	32	1	3	9.38
			2	17	53.13
			3	12	37.50
Civics	7	59	1	14	23.73
			2	27	45.76
			3	18	30.51
U.S. History	EOC	59	1	2	3.39
			2	33	55.93
			3	24	40.68

8.5 COMPARABILITY OF ACHIEVEMENT ACROSS YEARS

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

CHAPTER 9 INTER-RATER CONSISTENCY

Chapter 6 of this report describes the processes that were implemented during scoring to monitor the quality of the hand scoring of student responses for the three entries. One of these processes was double-blind scoring. While 20% of student responses receiving double-blind scoring is typical for an assessment program, 100% was done for the FSAA—Datafolio. Results of the double-blind scoring, used during the scoring process to identify scorers who required retraining or other intervention, are presented here as evidence of the reliability of the FSAA—Datafolio by content area.

The inter-rater consistency results are summarized in Table 9-1 and provided by number of entries in Table J-1 of Appendix J. (In both cases, data from students whose responses were scored Level 0 have been excluded.) These tables are based on the final inter-rater data after the completion of scoring. Results in the summary table (9-1) are collapsed across the three entries by content area. The tables show the number of score categories, number of included scores, percent exact agreement, percent adjacent agreement (when the two scorers give scores that differ by only one point), correlation between the first two sets of scores, and percentage of responses that required a third score. Agreement or discrepancy was calculated for the following dimensions: Ethics in Data Collection and Submission Form submitted, Digital Recording Consent Form submitted, Collection Period #1 alignment, Collection Period #2 alignment, Collection Period #3 alignment, Progress Score, Comment Code 1, Comment Code 2, Comment Code 3, and Comment Code 4. The agreement rates, percentages of the third score, and correlations represent the averages of the three entries.

Table 9-1. 2018–19 FSAA—Datafolio: Summary Inter-rater Consistency Statistics—Overall

Content Area	*Number of Entries*	*Number of*		*Percent Exact*	*Percent Adjacent*	*Percent Third Score*	*Correlation*
		Score Categories	*Included Scores*				
ELA	3	6	1,563	65.58	17.91	65.52	0.66
Mathematics	3	6	1,279	60.59	18.76	69.59	0.58
Science	3	6	430	64.42	16.51	68.14	0.59
Algebra 1	3	6	183	57.92	14.21	68.85	0.52
Biology 1	3	6	162	53.70	24.69	74.69	0.62
Geometry	3	6	99	48.48	23.23	73.74	0.44
Civics	3	6	178	71.35	19.10	65.17	0.74
U.S. History	3	6	177	63.84	15.25	62.71	0.46

It can be seen that the exact agreements range between 48% and 71% for Table 9-1. The inter-rater reliability statistics found for the FSAA—Datafolio are consistent with other similar assessments, based on Measured Progress's extensive experience and expertise in datafolio development, administration, and scoring. (Published criteria for evaluating inter-rater consistency for datafolio assessments are not available.) While it may seem unusual that the percent of scores that received a third reading exceeded 50%, it is important to keep in mind that third scores occur not only for rater differences in entry score but also for differences in comment codes. As a result, Table 9-1 shows a greater percent of third scores than would be needed to resolve differences in entry scores, as evidenced by the percent of exact and adjacent matches.

CHAPTER 10 ITEM-LEVEL STATISTICS

10.1 ENTRY PROGRESS STATISTICS

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

Table 10-1. 2018–19 FSAA—Datafolio: Entry Progress Statistics

Content Area	Entry	Max	Total N	Mean	SD	Correlation with Total	Percent of Students at Each Score Point						
							N	0	1	2	3	4	5
ELA	1	5	519	2.26	1.61	0.57	0.19	16.92	17.31	24.62	20.38	5.00	15.58
	2	5	516	2.19	1.54	0.54	0.77	15.77	20.77	21.73	22.12	7.12	11.73
	3	5	517	2.22	1.59	0.51	0.58	15.77	20.38	23.08	20.96	4.62	14.62
Mathematics	1	5	427	1.76	1.59	0.42	0.47	28.67	20.98	19.11	17.02	3.96	9.79
	2	5	426	1.84	1.53	0.45	0.70	24.94	20.05	22.38	19.58	3.03	9.32
	3	5	426	1.94	1.58	0.39	0.70	24.24	17.72	21.91	20.98	3.73	10.72
Science	1	5	144	2.04	1.43	0.49	0.00	13.19	27.08	24.31	23.61	1.39	10.42
	2	5	143	2.13	1.47	0.61	0.69	13.19	25.69	20.83	25.69	2.78	11.11
	3	5	143	2.00	1.43	0.50	0.69	11.81	31.25	25.00	18.75	1.39	11.11
Algebra 1	1	5	61	2.23	1.71	0.36	0.00	22.95	14.75	16.39	21.31	11.48	13.11
	2	5	61	2.00	1.70	0.54	0.00	32.79	4.92	21.31	21.31	9.84	9.84
	3	5	61	2.44	1.54	0.49	0.00	9.84	21.31	21.31	26.23	4.92	16.39
Biology 1	1	5	53	2.42	1.60	0.63	0.00	11.32	22.64	18.87	24.53	5.66	16.98
	2	5	53	1.79	1.78	0.41	0.00	37.74	13.21	11.32	18.87	7.55	11.32
	3	5	53	2.38	1.56	0.55	0.00	11.32	22.64	18.87	26.42	5.66	15.09
Geometry	1	5	32	2.31	1.69	0.22	0.00	25.00	9.38	6.25	40.63	6.25	12.50
	2	5	32	2.16	1.65	0.29	0.00	18.75	21.88	18.75	18.75	9.38	12.50
	3	5	32	1.97	1.77	0.53	0.00	34.38	6.25	18.75	21.88	6.25	12.50
Civics	1	5	60	1.82	1.57	0.64	0.00	25.00	26.67	11.67	23.33	5.00	8.33
	2	5	59	1.97	1.40	0.71	1.67	11.67	30.00	28.33	16.67	1.67	10.00
	3	5	59	2.08	1.50	0.65	1.67	15.00	20.00	33.33	13.33	5.00	11.67
U.S. History	1	5	59	2.54	1.33	0.57	0.00	5.08	13.56	35.59	27.12	5.08	13.56
	2	5	59	1.83	1.51	0.43	0.00	27.12	13.56	28.81	16.95	6.78	6.78
	3	5	59	2.53	1.50	0.47	0.00	6.78	20.34	25.42	27.12	1.69	18.64

Statistics on the entry progress scores are intended to help with the understanding of student performance on the FSAA—Datafolio and to shed light on instructional or program assistance. There are several things to note in understanding and interpreting the statistics in Table 10-1. First, the total N counts are low, particularly for the end-of-course (EOC) assessments (ranging from 32 to 61 students). Therefore, the correlations based on the low counts should be interpreted with caution. Second, there are considerable percentages of students scoring 0 on the entries, with a mean of about 19% and a standard deviation of about 9% across all content areas. This contributes to the low averages of entry scores.

For example, in the case of Geometry, the correlation between Entry 1 and the adjusted total score is 0.22. This essentially means that student performance on Entry 1 has a weak relationship with performance on the other two entries combined. The low sample size (N = 32) and restriction of range (0–5 for Entry 1 and 0–10 for the total) contribute to the obtained low correlation and make it unreliable. This exemplifies why these statistics should be interpreted with caution.

In terms of the assessed content, difficulty levels of the three entries are not intended to be equivalent. There is variability in the essential understandings (EUs) that students are assessed against. In addition, the FSAA—Datafolio was piloted in a small number of schools in 2015–16, and the 2016–17 administration was the first statewide administration. While the standards assessed for 2018–19 were the same as for 2017–18, these assessed standards may be newer to the students, which lessens the likelihood that students will perform well. In future administrations, the same standards with the same activity choices will be assessed. It is expected that accumulated data and trend data will facilitate the interpretation of student performance and the relationships among the entry scores.

10.2 Correlations of Entry Progress Scores

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

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

Table 10-2. 2018–19 FSAA—Datafolio: Correlations Among Entry Scores

Content Area	Entry	N	Entry 1	Entry 2	Entry 3
ELA	1	519	1		
	2	516	0.50	1	
	3	517	0.46	0.42	1
Mathematics	1	427	1		
	2	426	0.38	1	
	3	426	0.30	0.34	1
Science	1	144	1		
	2	143	0.49	1	
	3	143	0.35	0.51	1
Algebra 1	1	61	1		
	2	61	0.34	1	
	3	61	0.28	0.53	1
Biology 1	1	53	1		
	2	53	0.42	1	
	3	53	0.61	0.32	1
Geometry	1	32	1		
	2	32	0.03	1	
	3	32	0.33	0.43	1
Civics	1	60	1		
	2	59	0.60	1	
	3	59	0.54	0.63	1
U.S. History	1	59	1		
	2	59	0.43	1	
	3	59	0.49	0.31	1

CHAPTER 11 VALIDITY

One purpose of this report is to describe the technical aspects of the 2018–19 FSAA—Datafolio to support valid score interpretations. This report presents documentation to substantiate intended interpretations of test scores (AERA, APA & NCME, 2014). Each of the chapters contributes important information to the validity argument from one or more of the following perspectives: test development, test administration, scoring, comparability, and score reporting.

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

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, the sources are not distinct types of validity. Instead, each contributes to a body of evidence about the comprehensive validity of score interpretations.

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

Evidence based on internal structure is supported by the training and administration information, and scoring processes provided in Chapters 5 and 6 and by inter-rater consistency results and item-level

statistics presented in Chapters 9 and 10. Chapters 5 and 6 describe the steps taken to train teachers and test administrators on administration and scoring procedures. Tests were administered according to state-mandated standardized procedures, as described in the administration manual. These efforts to provide thorough training opportunities and materials helped maximize consistency of administration and scoring across teachers, which enhanced the quality of test scores and, in turn, contributed to validity. The employed scoring process, which included rangefinding, scorer training, and scoring quality control, was also designed to minimize construct-irrelevant factors that may have posed a threat to validity.

Technical characteristics of the internal structure of the assessments are presented in terms of inter-rater consistency statistics and item statistics (entry score distributions, item-test correlation). It was found that inter-rater consistency results are consistent with those for similar types of portfolio/datafolio-based alternate assessments (e.g., the previous portfolio administration of the Mississippi Alternate Assessment), also contributing to validity evidence. In regard to the consistency of the entry standard scores with each other, four out of the eight content areas displayed moderate correlations between the entries; while the remaining four content areas showed weak to moderate correlations. Compared to the 2017–18 administration, these results showed increased correlations for four of the content areas and similar correlations for four. Thus, compared to 2017–18, the 2018–19 results indicate still further support for the use of the combined entry scores to produce a single reported performance level for each student.

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

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

REFERENCES

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

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APPENDICES

APPENDIX A—FLORIDA STAKEHOLDER LISTS

Table A-1. 2018–19 FSAA—Datafolio: June 2015 Advisory Committee

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

Table A-2. 2018–19 FSAA—Datafolio: Blueprint & Activity Choice Review
June 2016 – English Language Arts

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

Table A-3. 2018–19 FSAA—Datafolio: Blueprint & Activity Choice Review – June 2016 – Mathematics

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

Table A-4. 2018–19 FSAA—Datafolio: Blueprint & Activity Choice Review – June 2016 – Science

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

Table A-5. 2018–19 FSAA—Datafolio: Blueprint & Activity Choice Review
June 2016 – Social Studies

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

Table A-6. 2018–19 FSAA—Datafolio: Advisory Subcommittee

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

Table A-7. 2018–19 FSAA—Datafolio: Rangefinding Committee

Name	*District*	*Grade*	*Position*	*Gender*	*Ethnicity*
David Hass	Lake	All Grades	ESE Curriculum Coordinator	Male	White, non-Hispanic
Bruce McVae	Citrus	Elementary & HS	ESE Teacher	Male	White, non-Hispanic
Dr. Marie Judith Pierre-Okerson	Dade	Elementary	ESE Teacher	Female	Black, non-Hispanic
Teresa Pinder	Levy	All Grades	ESE Teacher	Female	White, non-Hispanic
Betsy Pittinger	Leon	Middle & HS	ESE Teacher	Female	White, non-Hispanic
Angela Nathaniel			Program Specialist IV Bureau of K-12 Assessment Florida Department of Education	Female	
Laura Bailey			Project Manager FSAA Florida Department of Education	Female	
Mariann Bell			Accessibility Assessment Specialist II, Content Development Accessibility Cognia	Female	

Table A-8. 2018–19 FSAA—Datafolio: Technical Advisory Committee

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

APPENDIX B—STUDENT PARTICIPATION RATES

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

Description	*Number Enrolled*	*Percent Tested*
All Students	686	95.41
Female	290	95.39
Male	396	95.42
American Indian or Alaskan Native	3	100.00
Asian	10	83.33
Black Non-Hispanic	172	91.49
Hispanic	198	97.06
Multiracial	15	100.00
Pacific Islander	3	75.00
White Non-Hispanic	285	97.27

* Data source: Florida Department of Education

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

Description	*Number Enrolled*	*Percent Tested*
All Students	542	95.09
Female	238	95.20
Male	304	95.00
American Indian or Alaskan Native	3	100.00
Asian	7	77.78
Black Non-Hispanic	145	92.36
Hispanic	157	96.32
Multiracial	13	100.00
Pacific Islander	3	75.00
White Non-Hispanic	214	96.83

* Data source: Florida Department of Education

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

Description	*Number Enrolled*	*Percent Tested*
All Students	177	93.16
Female	80	96.39
Male	97	90.65
American Indian or Alaskan Native	1	100.00
Asian	1	100.00
Black Non-Hispanic	42	93.33
Hispanic	48	92.31
Multiracial	3	100.00
Pacific Islander	1	100.00
White Non-Hispanic	81	93.10

* Data source: Florida Department of Education

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

Description	*Number Enrolled*	*Percent Tested*
All Students	83	100
Female	41	100
Male	42	100
Asian	2	100
Black Non-Hispanic	14	100
Hispanic	21	100
Multiracial	6	100
White Non-Hispanic	40	100

* Data source: Florida Department of Education

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

Description	*Number Enrolled*	*Percent Tested*
All Students	67	98.53
Female	28	96.55
Male	39	100
Black Non-Hispanic	15	93.75
Hispanic	21	100
Multiracial	2	100
White Non-Hispanic	29	100

* Data source: Florida Department of Education

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

Description	*Number Enrolled*	*Percent Tested*
All Students	50	98.04
Female	17	94.44
Male	33	100.00
Asian	1	100.00
Black Non-Hispanic	10	90.91
Hispanic	20	100.00
Multiracial	1	100.00
White Non-Hispanic	18	100.00

* Data source: Florida Department of Education

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

Description	*Number Enrolled*	*Percent Tested*
All Students	73	100
Female	39	100
Male	34	100
American Indian or Alaskan Native	1	100
Black Non-Hispanic	14	100
Hispanic	28	100
Multiracial	2	100
White non Hispanic	28	100

* Data source: Florida Department of Education

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

Description	*Number Enrolled*	*Percent Tested*
All Students	74	98.67
Female	37	97.37
Male	37	100.00
Black Non-Hispanic	19	95.00
Hispanic	18	100.00
Multiracial	2	100.00
White Non-Hispanic	35	100.00

* Data source: Florida Department of Education

APPENDIX C—ASSESSMENT DESIGN AND BLUEPRINT SPECIFICATIONS

Florida Standards Alternate Assessment

DATAFOLIO

Assessment Design and Blueprint Specifications for English Language Arts, Mathematics, Science, and Social Studies 2018–2019

Contents

Assessment Design

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

The 2017–2018 *FSAA—Datafolio Blueprint & Activity Choices* document assesses the following grade levels, content areas, and courses (Table C-1):

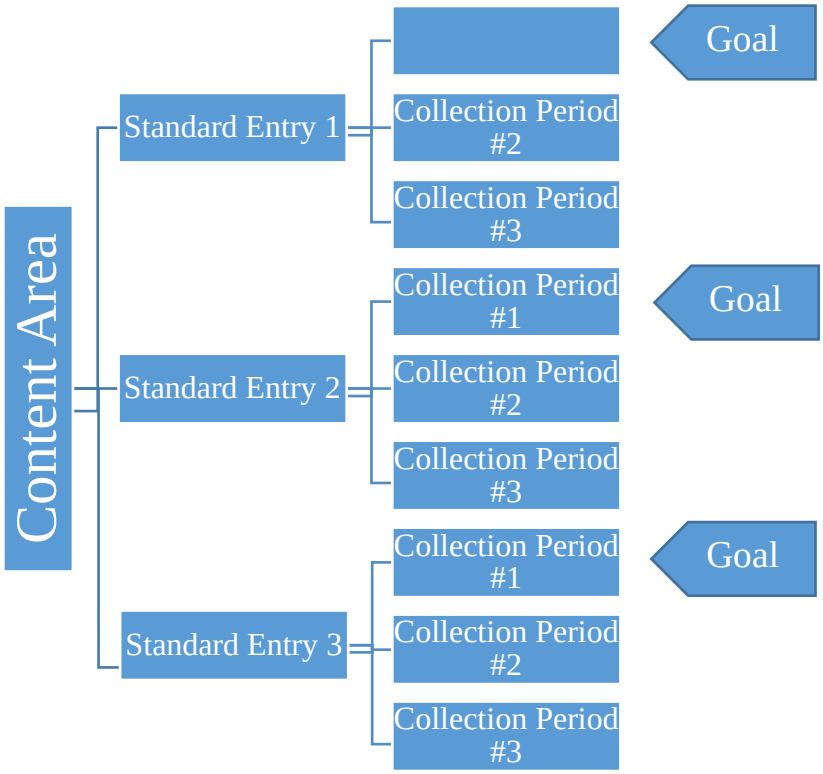
Table C-1. 2018–19 FSAA—Datafolio: Courses Assessed by the FSAA—Datafolio for 2017–18

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

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

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

Figure C-1. 2018–19 FSAA—Datafolio: Content Area Test Design



Details regarding the administration of the FSAA—Datafolio are outlined in the *2018–19 FSAA—Datafolio Teacher Resource Guide*.

English Language Arts

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

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

Florida Standards Assessments Test Design Summary and Blueprint: English Language Arts

ELA access course descriptions for grades 3–10

Florida Standards and Florida Standards Access Points

Grades 3–8:

Key Ideas and Details

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

Craft and Structure

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

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

Integration of Knowledge and Ideas

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

Language and Editing

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

Text-Based Writing

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

In Tables C-2 through C-7, the subset of Performance Task standards that are assessed for the FSAA—Datafolio are provided in bolded text and the number of activity choices available for each of the bolded standards is also provided.

Table C-2. 2018–19 FSAA—Datafolio: Grade 3 ELA Assessment

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

Table C-3. FSAA—Datafolio 2018–19 Grade 4 ELA Assessment

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

Table C-4. FSAA—Datafolio 2018–19 Grade 5 ELA Assessment

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

Table C-5. FSAA—Datafolio 2018–19 Grade 6 ELA Assessment

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

Table C-6. FSAA—Datafolio 2018–19 Grade 7 ELA Assessment

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

Table C-7. FSAA—Datafolio 2018–19 Grade 8 ELA Assessment

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

Grades 9–10

Key Ideas and Details

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

Craft and Structure

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

Integration of Knowledge and Ideas

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

Language and Editing

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

Text-Based Writing

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

In Tables C-8 and C-9, the subset of Performance Task standards that are assessed for the FSAA—Datafolio are provided in bolded text and the number of activity choices available for each of the bolded standards is also provided.

Table C-8. FSAA—Datafolio 2018–19 Grade 9 Assessment

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

Table C-9. FSAA—Datafolio 2018–19 Grade 10 Assessment

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

Mathematics

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

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

Florida Standards Assessments Test Design Summary and Blueprint

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

Florida Standards and Florida Standards Access Points

Grades 3–5 Reporting Categories:

Operations and Algebraic Thinking

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

Numbers in Base Ten

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

Numbers and Operations Fractions

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

Measurement and Data

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

Geometry

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

Grades 6–8 Reporting Categories:

Ratio and Proportional Relationships

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

Functions

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

Expressions and Equations

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

Geometry

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

Statistics and Probability

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

The Number System

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

In Tables C-10 to C-15, the subset of Performance Task standards that are assessed for the FSAA—Datafolio are provided in bolded text and the number of activity choices available for each of the bolded standards is also provided.

Grades 3–8

Table C-10. FSAA—Datafolio 2018–19 Grade 3 Mathematics Assessment

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

Table C-11. FSAA—Datafolio 2018–19 Grade 4 Mathematics Assessment

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

Table C-12. FSAA—Datafolio 2018–19 Grade 5 Mathematics Assessment

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

Table C-13. FSAA—Datafolio 2018–19 Grade 6 Mathematics Assessment

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

Table C-14. FSAA—Datafolio 2018–19 Grade 7 Mathematics Assessment

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

Table C-15. FSAA—Datafolio 2018–19 Grade 8 Mathematics Assessment

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

Access Algebra 1 End-of-Course Reporting Categories:

Statistics and the Number System

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

Algebra and Modeling

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

Functions and Modeling

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

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

Table C-16. FSAA—Datafolio 2018–19 Algebra 1 End-of-Course Assessment

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

Access Geometry End-of-Course Reporting Categories:

Congruence, Similarity, Right Triangles, and Trigonometry

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

Circles, Geometric Measurement, and Geometric Properties with Equations

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

Modeling with Geometry

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

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

Table C-17. FSAA—Datafolio 2018–19 Geometry End-of-Course Assessment

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

Science

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

In developing the assessment 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 covered in the Florida Standards Assessment. Items will focus on the science content assessed by the FSA at each grade level based on the Big Ideas that are addressed.

Therefore, the science blueprint chart involves:

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

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

Grade 5

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

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

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

Table C-18. FSAA—Datafolio 2018–19 Grade 5 Science Assessment

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

Grade 8

Nature of Science

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

Earth and Space Science

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

Physical Science

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

Life Science

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

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

Table C-19. FSAA—Datafolio 2018–19 Grade 8 Science Assessment

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

continued

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

Access Biology 1 End-of-Course:

Life Science is heavily introduced on this assessment. In keeping with the general education end-of-course assessment, the Life Science standards are broken down into separate reporting categories:

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

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

Table C-20. FSAA—Datafolio 2018–19 Biology 1 End-of-Course Assessment

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

Social Studies

Social studies courses assess the Next Generation Sunshine State Standards. Access 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 assessment 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 Access Civics End-of-Course assessment are as follows:

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

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

Table C-21. FSAA—Datafolio 2018–19 Civics End-of-Course Assessment

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

Access U.S. History End-of-Course

The three reporting categories for the Access U.S. History End-of-Course assessment are as follows:

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

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

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

In Table C-22, the subset of Performance Task standards that are assessed for the FSAA—Datafolio are provided in bolded text and the number of activity choices available for each of the bolded standards is also provided.

Table C-22. FSAA—Datafolio 2018–19 U.S. History End-of-Course Assessment

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

APPENDIX D—SURVEYS AND RESULTS

Florida Standards Alternate Assessment

DATAFOLIO

FSAA—Datafolio

2018–19 Administrator Survey Results

Q1 Please select your school district.

Answered: 23 Skipped: 1

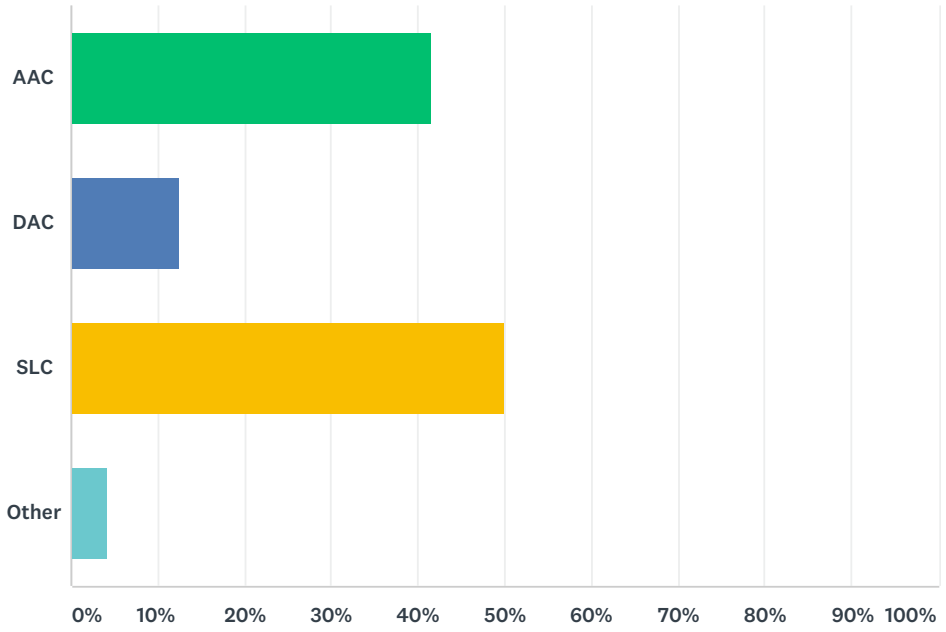
ANSWER CHOICES	RESPONSES	
Alachua - 01	4.35%	1
Baker - 02	0.00%	0
Bay - 03	0.00%	0
Bradford - 04	0.00%	0
Brevard - 05	0.00%	0
Broward - 06	4.35%	1
Calhoun - 07	0.00%	0
Charlotte - 08	4.35%	1
Citrus - 09	0.00%	0
Clay - 10	0.00%	0
Collier - 11	0.00%	0
Columbia - 12	0.00%	0
Dade - 13	17.39%	4
Desoto - 14	0.00%	0
Dixie - 15	0.00%	0
Duval - 16	0.00%	0
Escambia - 17	0.00%	0
Flagler - 18	0.00%	0
Franklin - 19	0.00%	0
Gadsden - 20	0.00%	0
Gilchrist - 21	0.00%	0
Glades - 22	0.00%	0
Gulf - 23	0.00%	0
Hamilton - 24	0.00%	0
Hardee - 25	0.00%	0
Hendry - 26	0.00%	0
Hernando - 27	0.00%	0
Highlands - 28	4.35%	1
Hillsborough - 29	8.70%	2
Holmes - 30	0.00%	0

Indian River - 31	8.70%	2
Jackson - 32	0.00%	0
Jefferson Somerset Charter - 33	0.00%	0
Lafayette - 34	0.00%	0
Lake - 35	0.00%	0
Lee - 36	8.70%	2
Leon - 37	0.00%	0
Levy - 38	0.00%	0
Liberty - 39	0.00%	0
Madison - 40	0.00%	0
Manatee - 41	0.00%	0
Marion - 42	0.00%	0
Martin - 43	0.00%	0
Monroe - 44	0.00%	0
Nassau - 45	0.00%	0
Okaloosa - 46	0.00%	0
Okeechobee - 47	0.00%	0
Orange - 48	17.39%	4
Osceola - 49	0.00%	0
Palm Beach - 50	0.00%	0
Pasco - 51	0.00%	0
Pinellas - 52	0.00%	0
Polk - 53	13.04%	3
Putnam - 54	4.35%	1
St. Johns - 55	4.35%	1
St. Lucie - 56	0.00%	0
Santa Rosa - 57	0.00%	0
Sarasota - 58	0.00%	0
Seminole - 59	0.00%	0
Sumter - 60	0.00%	0
Suwannee - 61	0.00%	0
Taylor - 62	0.00%	0
Union - 63	0.00%	0
Volusia - 64	0.00%	0
Wakulla - 65	0.00%	0

Walton - 66	0.00%	0
Washington - 67	0.00%	0
F.S.D.B. - 68	0.00%	0
Washington Special - 69	0.00%	0
FL Virtual - 71	0.00%	0
FAU Lab School - 72	0.00%	0
FSU Lab School - 73	0.00%	0
FAMU Lab School - 74	0.00%	0
UF Lab School - 75	0.00%	0
Cesa - 76	0.00%	0
Connections - 78	0.00%	0
FLVA - 79	0.00%	0
Ahfachkee - 98	0.00%	0
TOTAL		23

Q2 Please indicate your role. (Check all that apply.)

Answered: 24 Skipped: 0

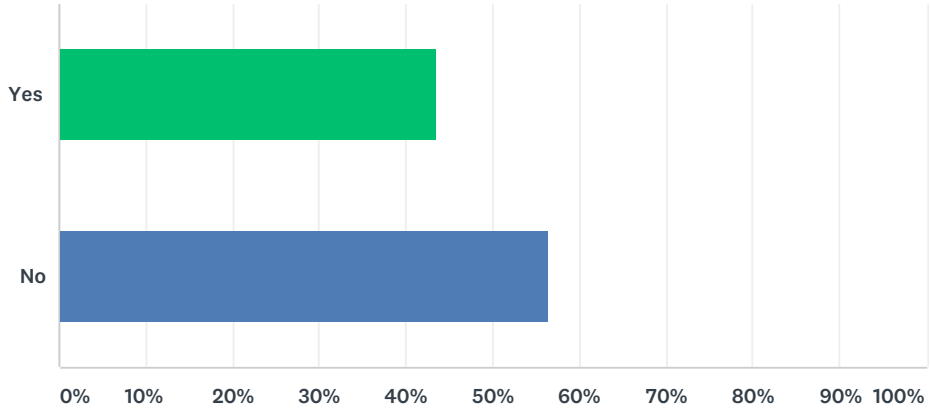


ANSWER CHOICES	RESPONSES	
AAC	41.67%	10
DAC	12.50%	3
SLC	50.00%	12
Other	4.17%	1
Total Respondents: 24		

#	OTHER	DATE
1	Teacher	4/22/2019 9:10 AM

Q3 Did you participate in the July/August 2018 face-to-face training for the 2018–19 FSAA—Datafolio?

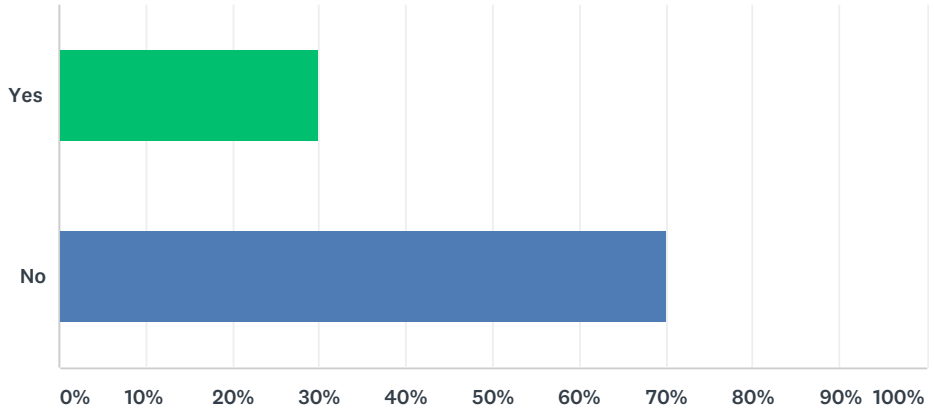
Answered: 23 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	43.48%	10
No	56.52%	13
TOTAL		23

Q4 Now that you've participated in the FSAA—Datafolio administration process, do you believe that additional topics should be included in the face-to-face training?

Answered: 10 Skipped: 14



ANSWER CHOICES	RESPONSES	
Yes	30.00%	3
No	70.00%	7
TOTAL		10

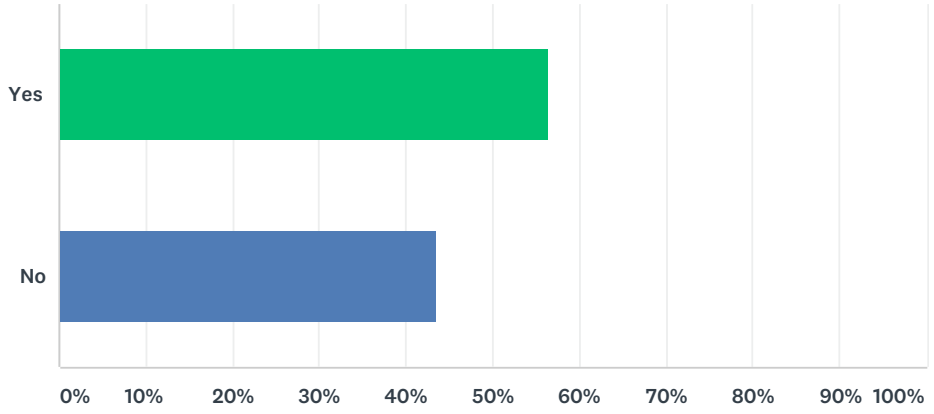
Q5 What additional topics should be included in the face-to-face training? (Please limit your response to 150 words.)

Answered: 4 Skipped: 20

#	RESPONSES	DATE
1	More information should be provided on how to check to see if the teacher has submitted all parts of the assessment. I didn't even know I could open up the Assessment Module and view what was uploaded until someone from the service center walked me through it.	4/25/2019 12:04 PM
2	Teacher time organization and time expectations when concluding evidence collection and uploading into the AVS - especially those newer to FSAA-Datafolio Possible video examples of administering assessment activities, time efficient accurate data collection and recording 'non-digital' evidence Tips to upload successfully and common pitfalls based on the FSAA Service Center's data collection Teacher tips on recognizing when their uploads have been completed successfully so they can address what still needs to be done or reach out to the AAC for guidance or support Helping teachers to understand what support and assistance with AVS challenges can be addressed at the district level to save time calling Measured Progress and being redirected to the AAC Possible online prompts to direct teachers of what needs to be completed before moving on to the next step	4/23/2019 3:51 PM
3	How to create you	4/17/2019 8:24 AM
4	Additional guidance in developing data collection evidence and submission process. I am wondering if this piece can be streamlined somehow? It was very challenging for our staff.	4/11/2019 10:49 AM

Q6 Did you participate in the Supporting Datafolio Administration training?

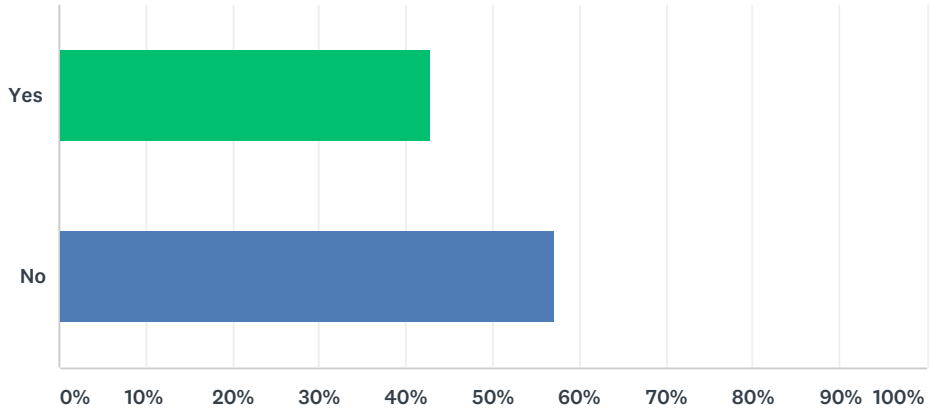
Answered: 23 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	56.52%	13
No	43.48%	10
TOTAL		23

Q7 Now that you've participated in the FSAA—Datafolio administration process, do you believe that additional topics should be included in the Supporting Datafolio Administration training?

Answered: 14 Skipped: 10



ANSWER CHOICES	RESPONSES	
Yes	42.86%	6
No	57.14%	8
TOTAL		14

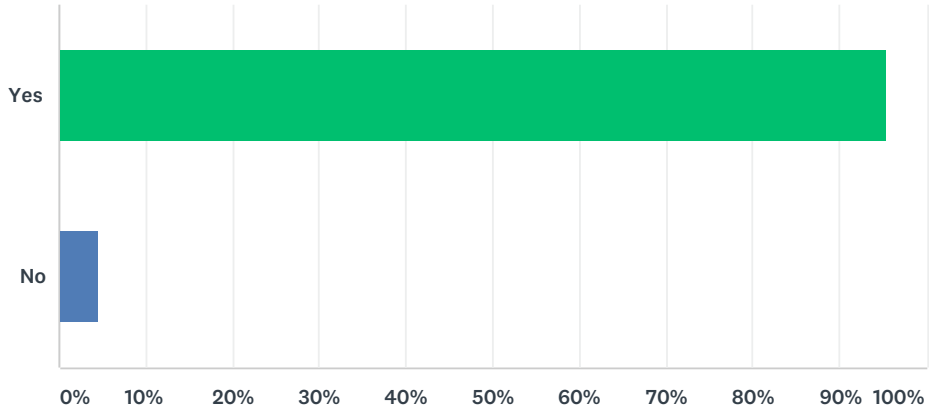
Q8 What additional topics should be included in the Supporting Datafolio Administration training? (Please limit your response to 150 words.)

Answered: 3 Skipped: 21

#	RESPONSES	DATE
1	The teachers need more instruction on the 2nd and 3rd collection periods. They do not know if they are supposed to be repeating the same questions from CP#1 or changing them.	4/25/2019 12:07 PM
2	Guidance on our roles in supporting challenges the teachers are facing - especially with uploading into the AVS - to address at the local level in a time respective manner and to hopefully decrease the amount of calls necessary to the FSAA Service Center Several times information provided by the FSAA Service Center to a teacher as compared to what is available to us differs. This is learned when the teacher makes district contact and relays that the representative from the center instructed that, "the AAC should...". Continuing to strive to have like messages is appreciated, yet AACs & DACs may need updates on how to be more proactive, what to possibly expect and how to accurately respond to teacher concerns/questions based on a compilation of your data collection.	4/23/2019 3:51 PM
3	A real face to face training.	4/23/2019 8:14 AM

Q9 Did you view the FSAA—Datafolio administration training modules and/or the AVS tutorials for System Administrators posted on the FSAA Portal?

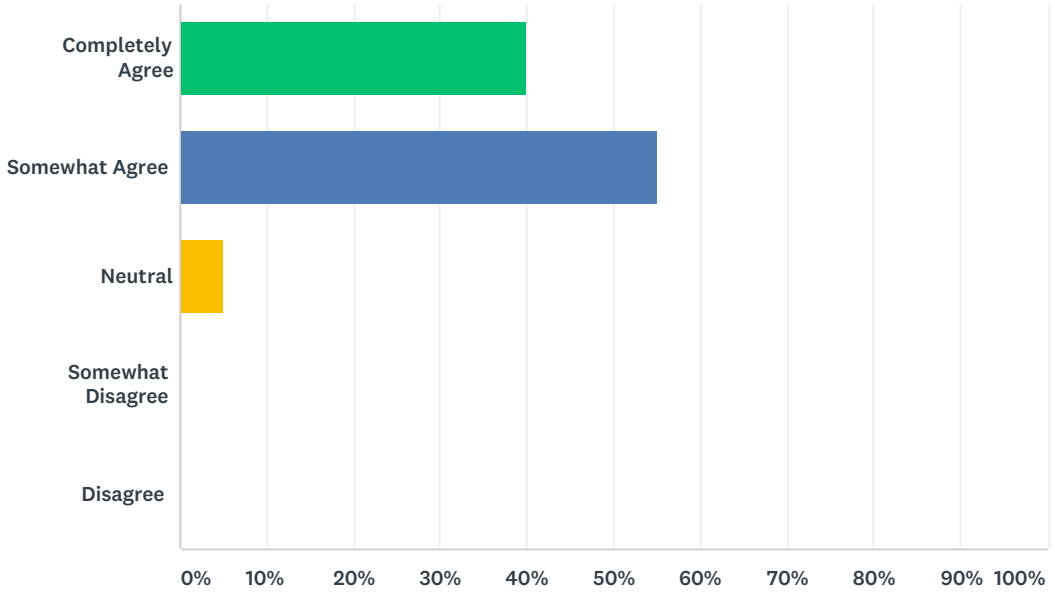
Answered: 22 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	95.45%	21
No	4.55%	1
TOTAL		22

Q10 Please rate the following statement: After reviewing the training modules and/or tutorials, you felt prepared to provide administrative support to teachers and students in your school/district who were participating in the FSAA—Datafolio.

Answered: 20 Skipped: 4



ANSWER CHOICES	RESPONSES	
Completely Agree	40.00%	8
Somewhat Agree	55.00%	11
Neutral	5.00%	1
Somewhat Disagree	0.00%	0
Disagree	0.00%	0
TOTAL		20

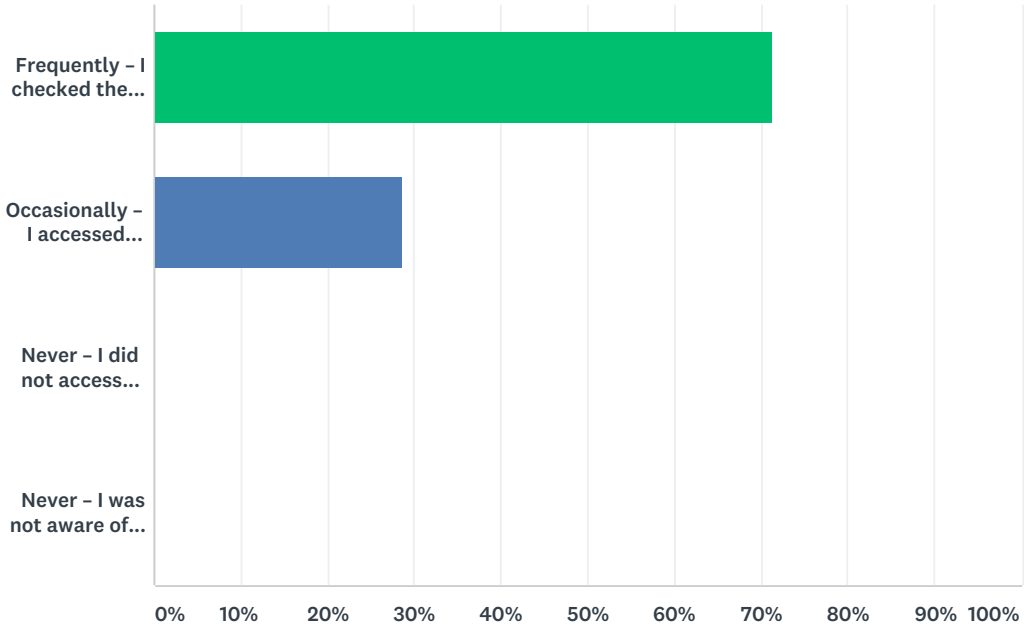
Q11 What suggestions do you have for improving the training modules and/or tutorials? (Please limit your response to 150 words.)

Answered: 8 Skipped: 16

#	RESPONSES	DATE
1	none	4/29/2019 9:43 AM
2	I would like to see more videos of teachers administering Datafolio during classroom instruction and completing the Datafolio forms.	4/24/2019 3:04 PM
3	Suggested changes to the 'face-to-face' trainings could be incorporated the modules	4/23/2019 3:51 PM
4	NA	4/18/2019 3:09 PM
5	It is often difficult to trouble shoot issues with the online system that teachers may have. It may be helpful to have further training for AAC's on using the online system and utilizing content that has been entered in the system, standards, etc	4/15/2019 10:31 AM
6	The training modules were good this year	4/11/2019 12:49 PM
7	Teachers struggled to develop lessons and materials for the tests, with general guidance from the teacher resource materials. Videos of sample lessons and administration would be very helpful.	4/8/2019 11:39 AM
8	They were very useful	4/8/2019 10:10 AM

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?

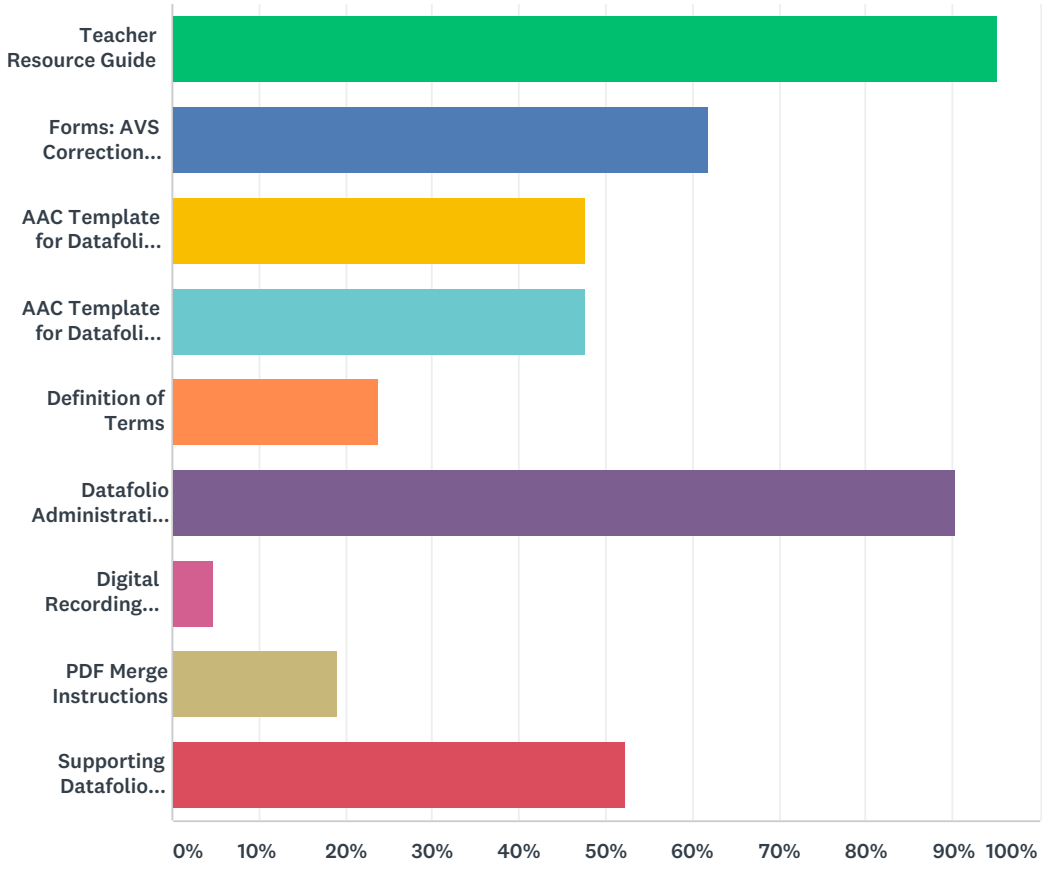
Answered: 21 Skipped: 3



ANSWER CHOICES	RESPONSES	
Frequently – I checked the FSAA Portal for updates and accessed a variety of resources on a regular basis.	71.43%	15
Occasionally – I accessed resources only when my Alternate Assessment Coordinator or other designee indicated that I needed to.	28.57%	6
Never – I did not access resources on the FSAA Portal because I received all materials and information from my Alternate Assessment Coordinator.	0.00%	0
Never – I was not aware of the FSAA Portal and/or did not know how to access the FSAA Portal.	0.00%	0
TOTAL		21

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

Answered: 21 Skipped: 3



ANSWER CHOICES	RESPONSES	
Teacher Resource Guide	95.24%	20
Forms: AVS Correction Form, Late Enrollment Form	61.90%	13
AAC Template for Datafolio Students	47.62%	10
AAC Template for Datafolio Teachers	47.62%	10
Definition of Terms	23.81%	5
Datafolio Administration AAC/SLC Checklist	90.48%	19
Digital Recording Software Flyer	4.76%	1
PDF Merge Instructions	19.05%	4
Supporting Datafolio Administration for AACs	52.38%	11
Total Respondents: 21		

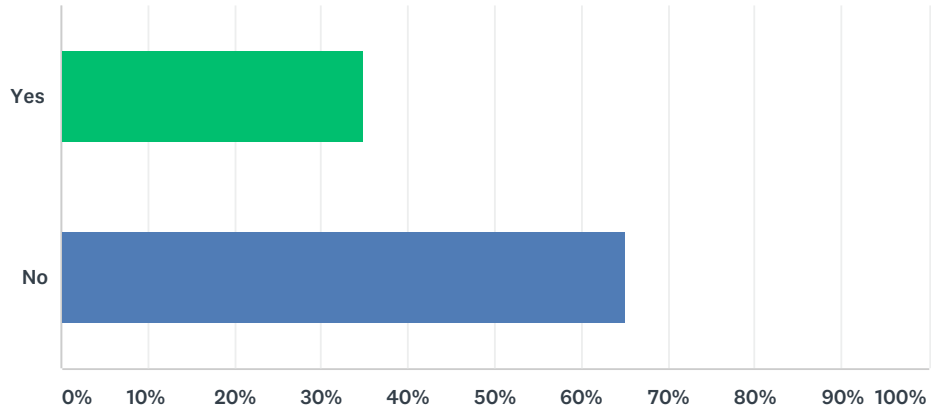
Q14 Are there any additional resources that you would like to see on the FSAA Portal that would enhance the effectiveness of your support of the administration process? (Please limit your response to 150 words.)

Answered: 4 Skipped: 20

#	RESPONSES	DATE
1	More information on how to check to see what has been submitted and what is missing. Examples of how it should look after everything is submitted and when things are missing.	4/25/2019 1:39 PM
2	Separate the Online User Guide so that there is one for teachers and one for AACs/SLCs Common FAQs based on your compiled data collection	4/23/2019 3:57 PM
3	no	4/23/2019 8:46 AM
4	NA	4/18/2019 3:10 PM

Q15 Did you use the School Level Coordinator feature within the AVS?

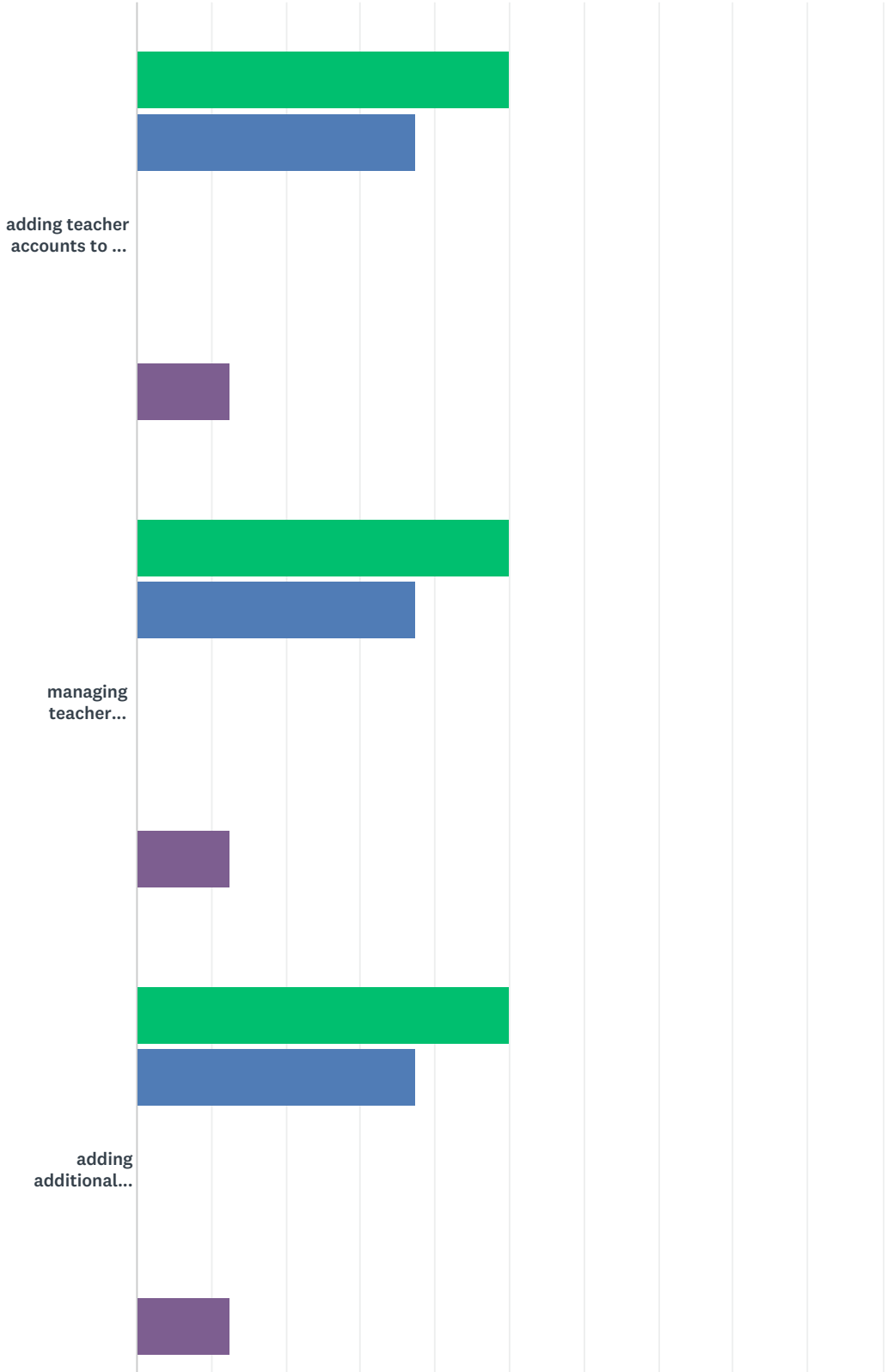
Answered: 20 Skipped: 4

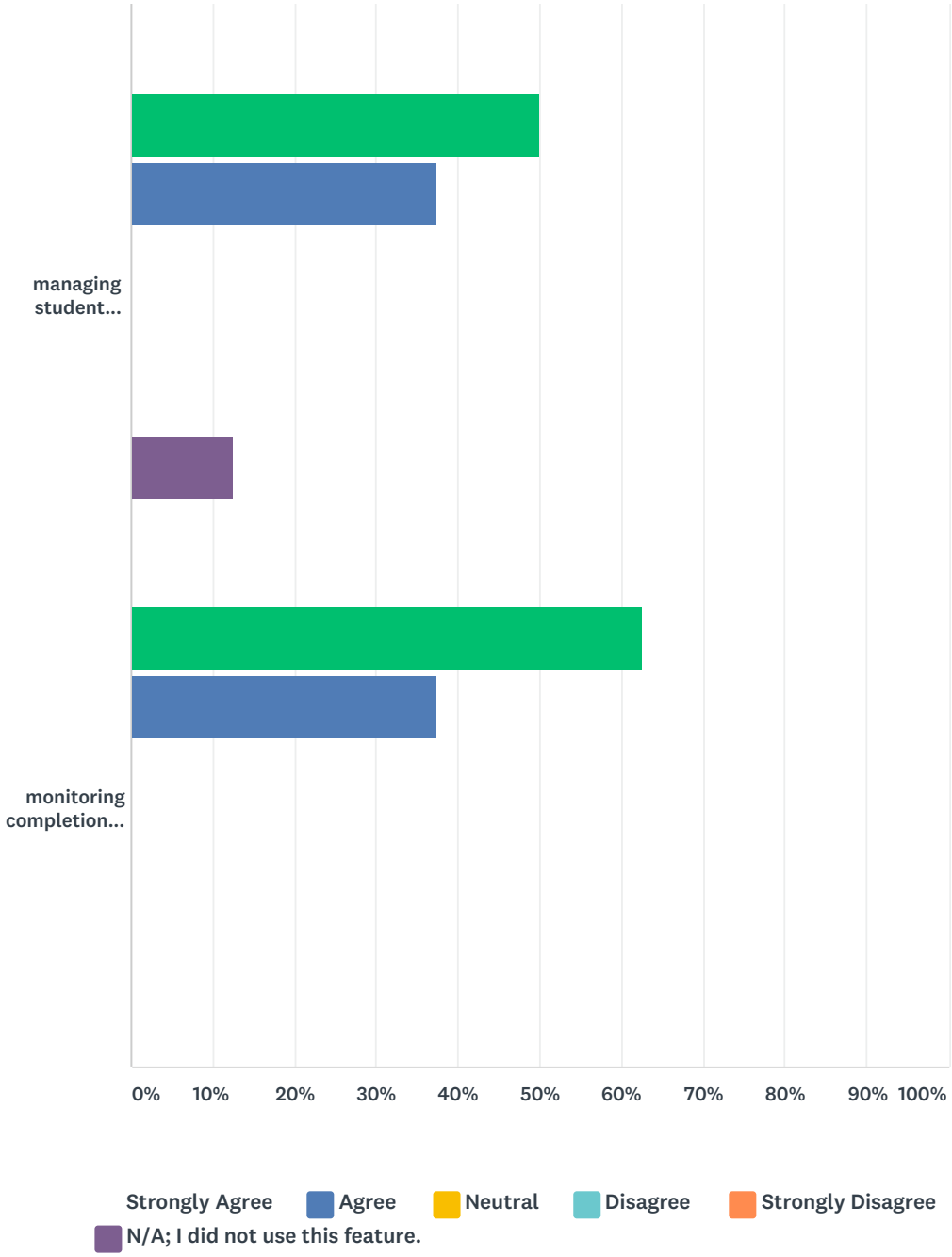


ANSWER CHOICES	RESPONSES	
Yes	35.00%	7
No	65.00%	13
TOTAL		20

Q16 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: 8 Skipped: 16

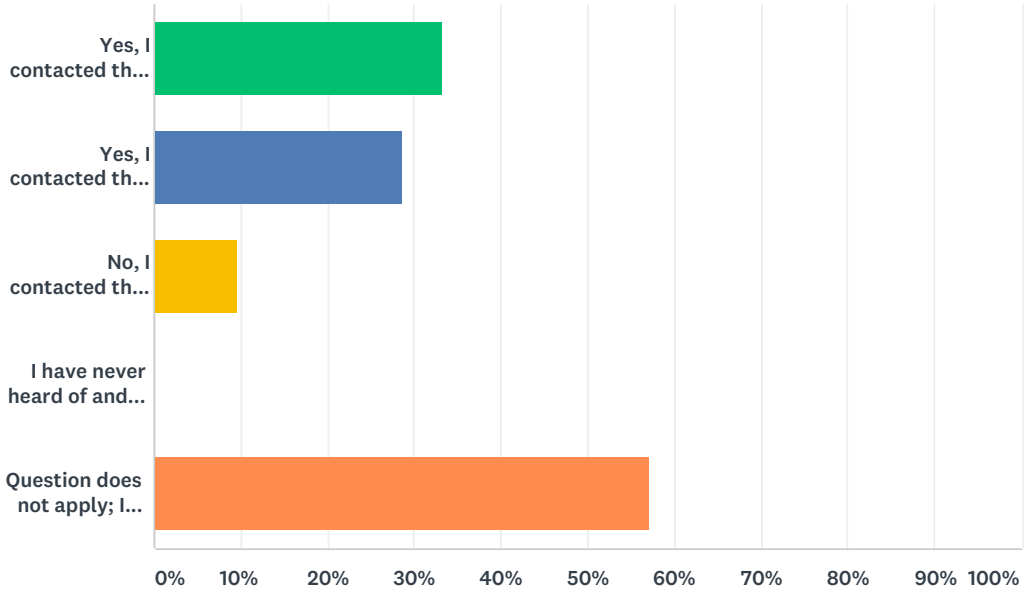




	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	N/A; I DID NOT USE THIS FEATURE.	TOTAL
adding teacher accounts to the AVS.	50.00% 4	37.50% 3	0.00% 0	0.00% 0	0.00% 0	12.50% 1	8
managing teacher accounts.	50.00% 4	37.50% 3	0.00% 0	0.00% 0	0.00% 0	12.50% 1	8
adding additional students to the AVS.	50.00% 4	37.50% 3	0.00% 0	0.00% 0	0.00% 0	12.50% 1	8
managing student accounts.	50.00% 4	37.50% 3	0.00% 0	0.00% 0	0.00% 0	12.50% 1	8
monitoring completion status.	62.50% 5	37.50% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8

Q17 Did you contact the FSAA Service Center by phone or e-mail with any questions related to the FSAA—Datafolio ? (Check all that apply.)

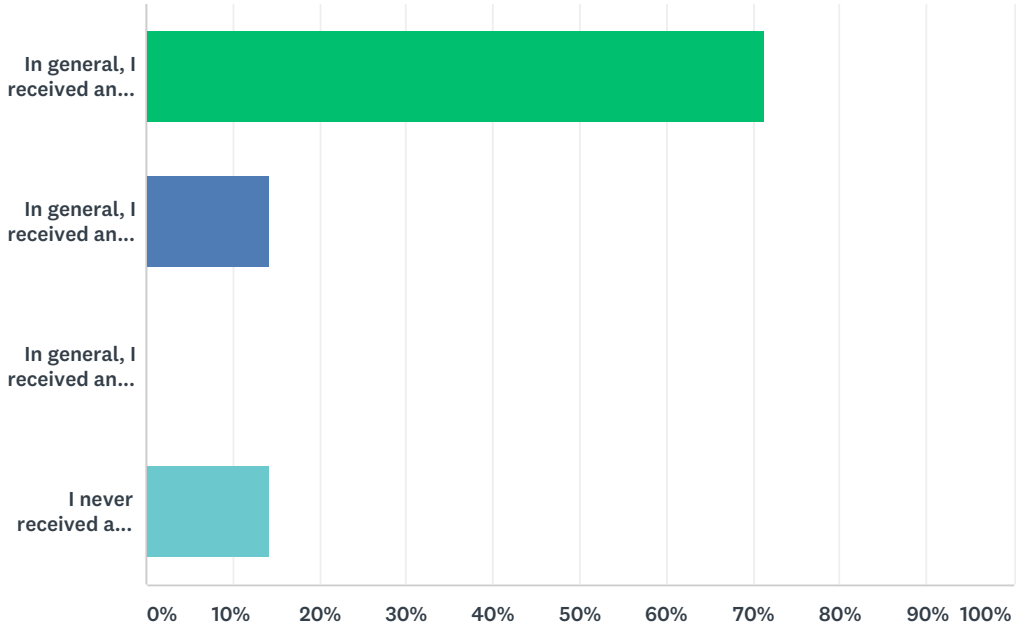
Answered: 21 Skipped: 3



ANSWER CHOICES	RESPONSES	
Yes, I contacted the FSAA Service Center when I had questions related to the FSAA—Datafolio.	33.33%	7
Yes, I contacted the FSAA Service Center when I had questions related to the AVS.	28.57%	6
No, I contacted the Florida Department of Education rather than the FSAA Service Center when I had questions related to the FSAA—Datafolio or the AVS.	9.52%	2
I have never heard of and/or do not know how to contact the FSAA Service Center.	0.00%	0
Question does not apply; I had no questions.	57.14%	12
Total Respondents: 21		

Q18 Approximately how long did it take for you to get an initial response from the FSAA Service Center?

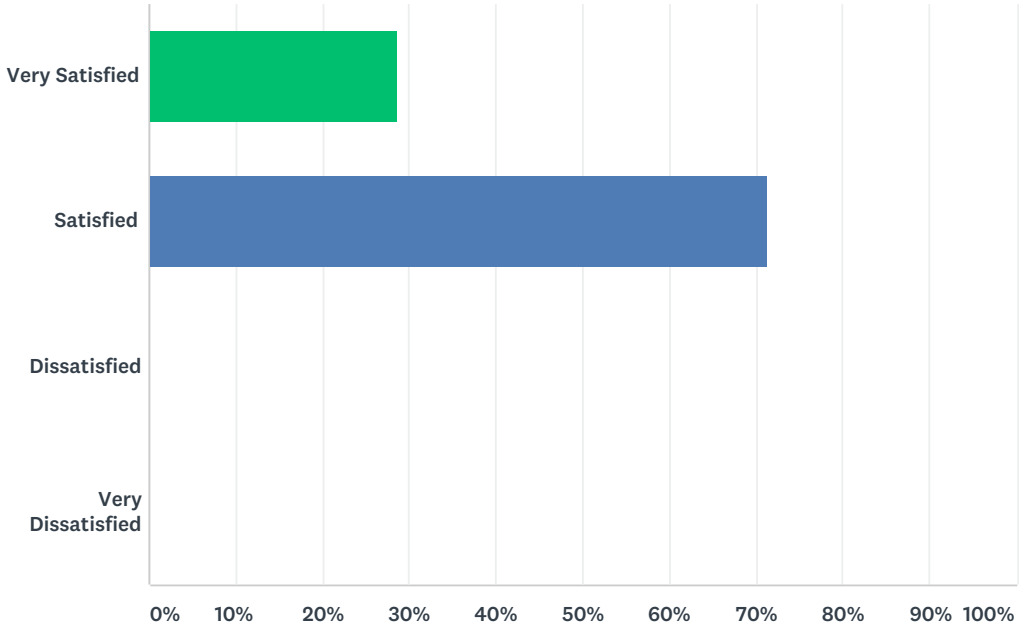
Answered: 7 Skipped: 17



ANSWER CHOICES	RESPONSES	
In general, I received an initial callback or e-mail response within one business day.	71.43%	5
In general, I received an initial callback or e-mail response within two to three business days.	14.29%	1
In general, I received an initial callback or e-mail response in more than three business days.	0.00%	0
I never received a callback or e-mail response from the FSAA Service Center.	14.29%	1
TOTAL		7

Q19 How satisfied were you with your experience with the FSAA Service Center?

Answered: 7 Skipped: 17



ANSWER CHOICES	RESPONSES	
Very Satisfied	28.57%	2
Satisfied	71.43%	5
Dissatisfied	0.00%	0
Very Dissatisfied	0.00%	0
TOTAL		7

Q20 Please describe what type(s) of support you provided to your teachers administering the FSAA—Datafolio this year. (Please limit your response to 150 words.)

Answered: 15 Skipped: 9

#	RESPONSES	DATE
1	assisted with uploading	4/29/2019 9:45 AM
2	I sent many, many emails every collection period window reminding teachers of the deadlines and letting them know what they should be doing at this time. I made phone calls at the end of the windows when I could see evidence was not collected yet and I called and/or emailed school administrators. For 1 teacher I went out to her school and helped get her started with the forms and collecting the baseline data. She felt much better after I did this.	4/25/2019 2:51 PM
3	Answer questions related on how to collect data and upload information into the AVS, answer questions on what students are appropriate for datafolio	4/24/2019 3:10 PM
4	Everything from training verification - especially those that attained a student after the early fall training, to activity development questions, to test administration questions, to data collection questions, to late enrollment questions or my noticing on the AVS it wasn't done and following up with the teacher, to challenges in uploading into the AVS, to tracking completion and offering continued support to get the task finished by deadline (the latter was a challenge at times especially with some teachers doing FSA during the same time-frame)	4/23/2019 4:22 PM
5	teachers administering Datafolio received daily assistance from SLC if needed, modules, online manuals and videos, etc.	4/23/2019 8:59 AM
6	guidance	4/18/2019 3:11 PM
7	My support included entering students and teachers into the online system at the beginning of the year and then providing reminders of key dates and deadlines as they approached.	4/17/2019 11:28 AM
8	I assisted with the late enrollment form and final data upload	4/17/2019 9:11 AM
9	Create accounts for teachers and students Additional support on uploading to AVS	4/17/2019 8:39 AM
10	linking students, making all test assignments, check completion status, late add AVS forms, upload instructions, etc	4/15/2019 10:34 AM
11	Assisted in preparing lessons, uploading, completing forms	4/12/2019 7:18 AM
12	Teachers need support to be sure the items used for testing are in line with the Access Points. Many people stated that questions for Data Folio should be provided by the testing center, and in 3 levels (Participatory, Supported, and Independent) to be sure of the validity of the questions. It's very hard for teachers to have to make up the test. It is very unfair to the students who get penalized in their scores because the teacher made a mistake with the material he/she presented. The state should provide the testing materials to be sure it is correct.	4/11/2019 12:58 PM
13	I have received excellent support. Carrie and Amanda are truly an asset to your team.	4/11/2019 10:56 AM
14	Develop lessons and materials, scanning and uploading.	4/8/2019 11:47 AM
15	training and was available whenever they needed me or had questions. Sending reminder emails of end of collection periods, etc.	4/8/2019 10:14 AM

Q21 Information collected from this survey will be used to improve administration resources, training materials, and other areas of the FSAA—Datafolio program. The text box below is for System Administrators to provide feedback on any general and/or AVS-specific considerations. (Please limit your response to 150 words.)

Answered: 7 Skipped: 17

#	RESPONSES	DATE
1	The name of the school should always be included when we export the evidence report and/or other reports. School numbers (when you have over 230 of them) are really hard to remember and must be looked up on separate documents. If the current modules are going to be used for teachers next year, please add quizzes at the end of each and a way for us to monitor if they completed them. The CP#3 window should not close on the same day as the Performance Task window closes. We have teachers that administer both assessments in their classes. The last window should be open longer than it was. It was only 3 weeks long due to Spring Break and this was not enough time for my teachers...especially the ones that were also administering Performance Task. Many of the examples used throughout the training are at a much higher level than the students taking Datafolio can participate in. Please provide examples using students that need full physical prompting. The example activities listed in the Blueprints should be revised. More explicit instruction to the teachers on how this is teaching the student to make a response (Marianne's half day additional training was very helpful in this regard but ALL teachers need this). And a recorded session on this would be great as well.	4/25/2019 2:51 PM
2	In the AVS, it would be so helpful if there was a means to record 'Reason Not Assessed' comparable to the FSAA Online System as this would provide Measured Progress & DOE with immediate documentation of what currently is or is not reflected in the AVS (boxes & stars) Due to staffing shortages & with new teachers being added each year - some in August or early September even- it would be helpful to have a longer CP#1 This year the length of time for CP#2 uploads was so long that by the time CP#3 uploads were due it overlapped with FSAA Online testing & uploads and that frustrated some teachers ... this despite encouragement to finish CP#2 uploads before FSAA-PT materials arrived. It is a concern that time & labor intensive challenges many teachers are experiencing with FSAA-Datafolio implementation, data recording and AVS uploading are swaying some to advocate for FSAA-PT to avoid the workload that frustrates them rather than focusing on the most meaningful assessment for the individual student - sad, but true. Based on information a couple of test administrators have received from calling the service center, some spreading of the word to other teachers that they to only need to complete 2 collection periods since that is what is needed for a student will get a score has occurred. How to change that perception and project continuity of the message may be a topic of discussion.	4/23/2019 4:22 PM
3	very satisfied with all the assistance provided to us.	4/23/2019 8:59 AM
4	NA	4/18/2019 3:11 PM
5	I LOVE the training specific to the ACC instead of attending the full training, but I also appreciate having done the full training in the past to ensure I know what is expected of the teachers and students working in the datafolio assessment system/process.	4/17/2019 11:28 AM
6	There should be a place to provide recording of absences and details of the absences of students.	4/17/2019 9:11 AM
7	Basically, the area of concern relates to the development of the student materials- the collection of evidence. This task is extremely time-consuming. I wonder if there are additional supports and examples that can be provided as guidance?	4/11/2019 10:56 AM

Florida Standards Alternate Assessment

DATAFOLIO

FSAA—Datafolio

2018–19 Administration Survey Results

Q1 Please select your school district.

Answered: 116 Skipped: 0

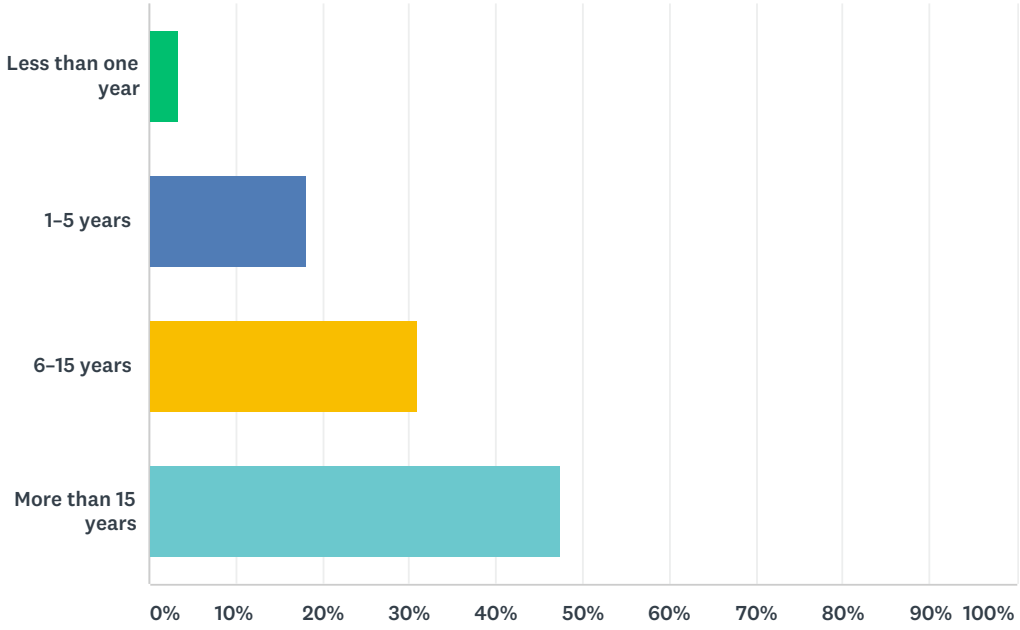
ANSWER CHOICES	RESPONSES	
Alachua - 01	1.72%	2
Baker - 02	0.86%	1
Bay - 03	0.86%	1
Bradford - 04	0.00%	0
Brevard - 05	0.00%	0
Broward - 06	16.38%	19
Calhoun - 07	0.00%	0
Charlotte - 08	0.00%	0
Citrus - 09	0.86%	1
Clay - 10	1.72%	2
Collier - 11	0.00%	0
Columbia - 12	1.72%	2
Dade - 13	6.03%	7
Desoto - 14	0.00%	0
Dixie - 15	0.00%	0
Duval - 16	0.00%	0
Escambia - 17	1.72%	2
Flagler - 18	0.00%	0
Franklin - 19	0.00%	0
Gadsden - 20	0.00%	0
Gilchrist - 21	0.00%	0
Glades - 22	0.00%	0
Gulf - 23	0.00%	0
Hamilton - 24	0.00%	0
Hardee - 25	0.86%	1
Hendry - 26	1.72%	2
Hernando - 27	0.00%	0
Highlands - 28	1.72%	2
Hillsborough - 29	3.45%	4
Holmes - 30	0.00%	0

Indian River - 31	3.45%	4
Jackson - 32	0.86%	1
Jefferson Somerset Charter - 33	0.00%	0
Lafayette - 34	0.00%	0
Lake - 35	0.00%	0
Lee - 36	12.93%	15
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	1.72%	2
Martin - 43	0.00%	0
Monroe - 44	0.00%	0
Nassau - 45	1.72%	2
kaloosa - 46	0.00%	0
keechobee - 47	0.00%	0
range - 48	7.76%	9
sceola - 49	0.86%	1
Palm Beach - 50	15.52%	18
Pasco - 51	0.00%	0
Pinellas - 52	0.00%	0
Polk - 53	6.03%	7
Putnam - 54	0.86%	1
St. Johns - 55	0.86%	1
St. Lucie - 56	0.00%	0
Santa Rosa - 57	1.72%	2
Sarasota - 58	0.00%	0
Seminole - 59	0.00%	0
Sumter - 60	0.00%	0
Suwannee - 61	0.00%	0
Taylor - 62	0.00%	0
Union - 63	0.00%	0
Volusia - 64	6.03%	7
Wakulla - 65	0.00%	0

Walton - 66	0.00%	0
Washington - 67	0.00%	0
F.S.D.B. - 68	0.00%	0
Washington Special - 69	0.00%	0
FL Virtual - 71	0.00%	0
FAU Lab School - 72	0.00%	0
FSU Lab School - 73	0.00%	0
FAMU Lab School - 74	0.00%	0
UF Lab School - 75	0.00%	0
Cesa - 76	0.00%	0
Connections - 78	0.00%	0
FLVA - 79	0.00%	0
Ahfachkee - 98	0.00%	0
T TAL		116

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

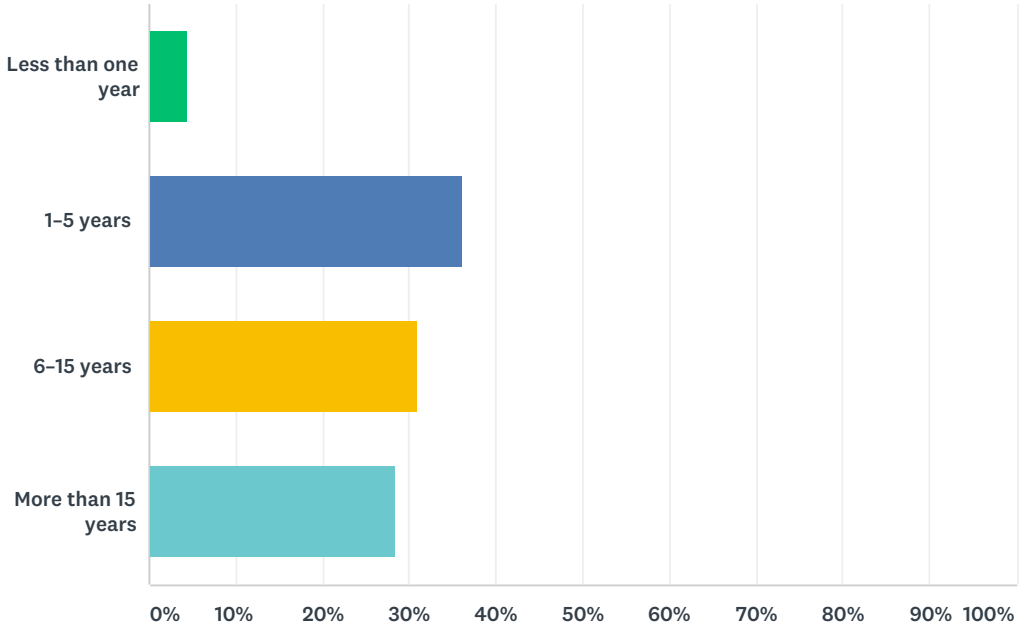
Answered: 116 Skipped: 0



ANSWER CHOICES	RESPONSES	
Less than one year	3.45%	4
1–5 years	18.10%	21
6–15 years	31.03%	36
More than 15 years	47.41%	55
T TAL		116

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

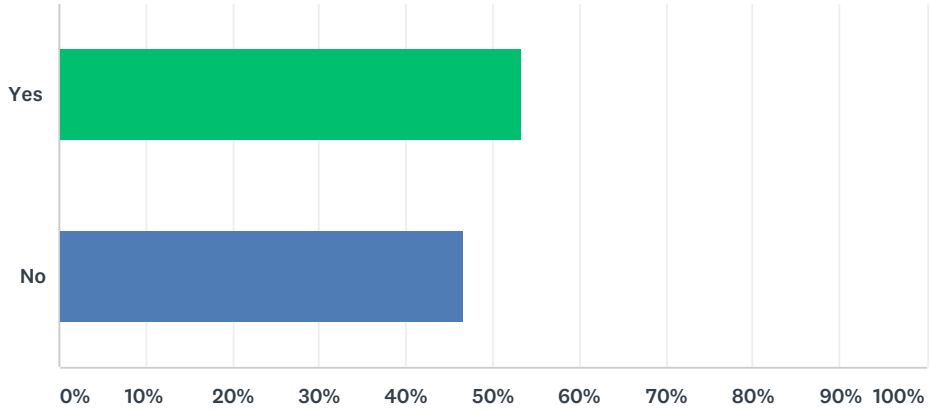
Answered: 116 Skipped: 0



ANSWER CHOICES	RESPONSES	
Less than one year	4.31%	5
1–5 years	36.21%	42
6–15 years	31.03%	36
More than 15 years	28.45%	33
T TAL		116

Q4 Did you participate in the July/August 2018 face-to-face training for the 2018–19 FSAA—Datafolio?

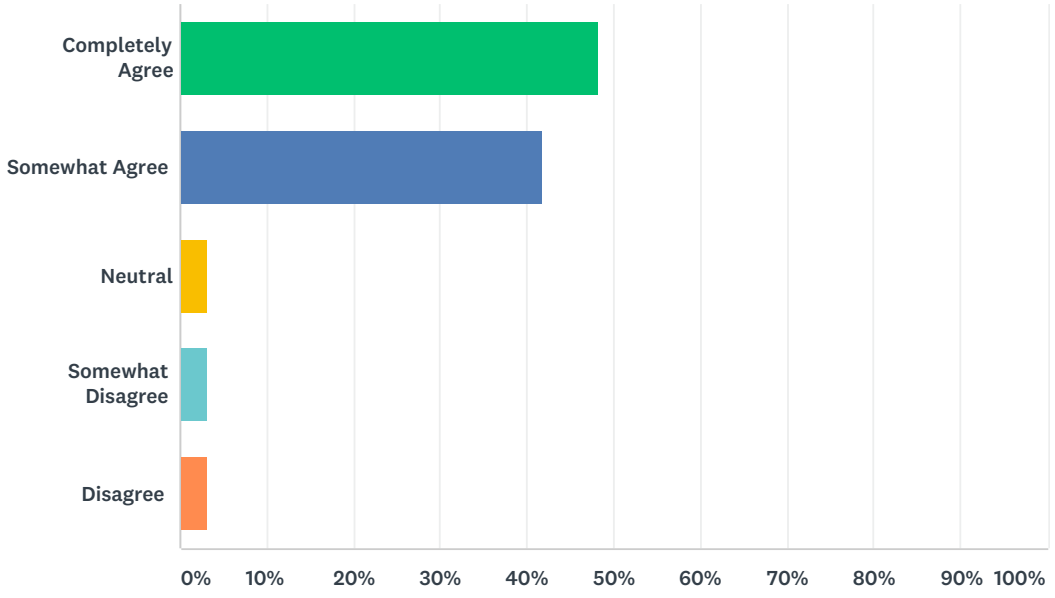
Answered: 116 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	53.45%	62
No	46.55%	54
T TAL		116

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

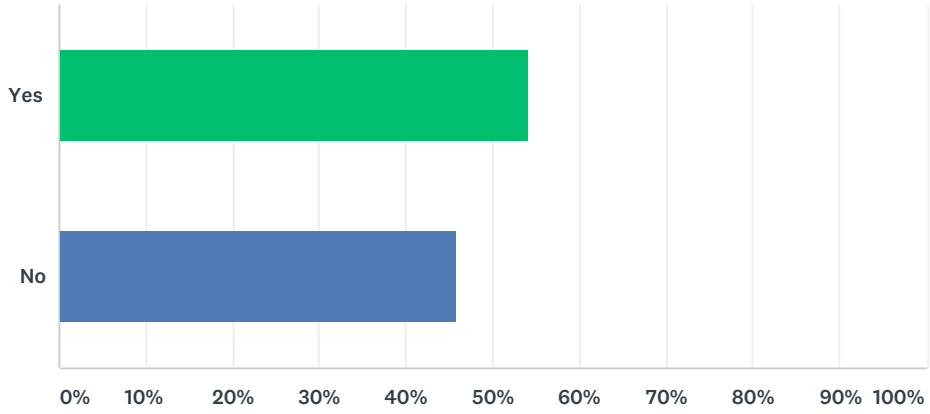
Answered: 62 Skipped: 54



ANSWER CHOICES	RESPONSES	
Completely Agree	48.39%	30
Somewhat Agree	41.94%	26
Neutral	3.23%	2
Somewhat Disagree	3.23%	2
Disagree	3.23%	2
T TAL		62

Q6 Now that you've completed administration of the FSAA—Datafolio assessment, do you believe that additional topics should be included in the face-to-face training?

Answered: 61 Skipped: 55



ANSWER CHOICES	RESPONSES	
Yes	54.10%	33
No	45.90%	28
T TAL		61

Q7 Please explain what other topics would be beneficial to include in the face-to-face training. (Please limit your response to 150 words.)

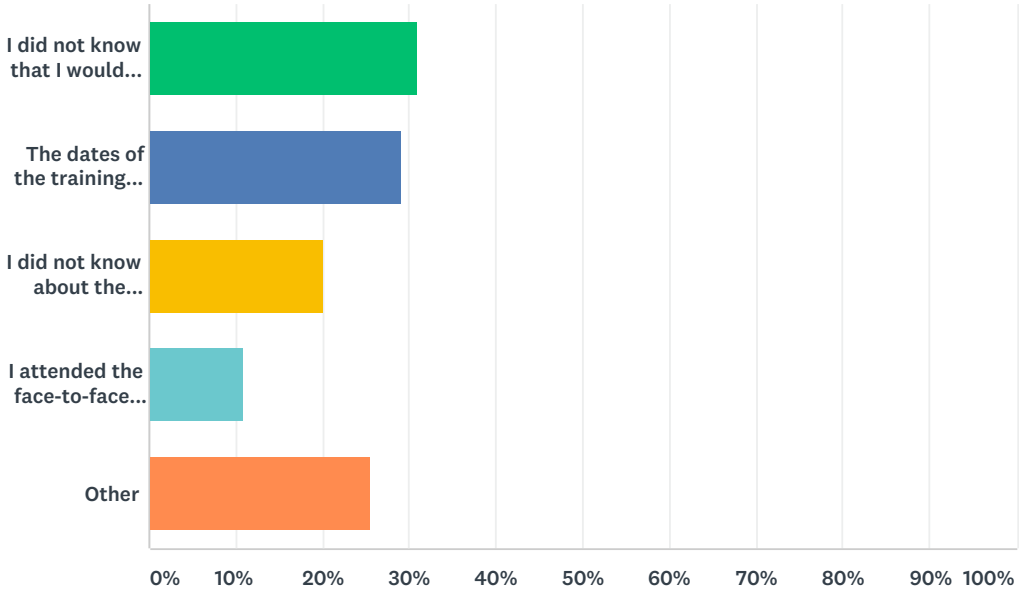
Answered: 29 Skipped: 87

#	RESPONSES	DATE
1	A link between ULS and the questions would be helpful. IT is VERY time consuming to upload all of the data. Maybe finding away to do it quickly would be helpful	4/24/2019 3:04 PM
2	Examples of activities that have been used, especially for students with dual sensory impairments	4/23/2019 9:20 AM
3	Possibly some practice trials using role playing and practice filling in answers etc.	4/22/2019 1:27 PM
4	We Need articles provided so we don't have to create our own assessments if we are to grade the assessments as a county. Then all topics and assessments will be more on an even mark throughout the county/state.	4/22/2019 9:04 AM
5	I would like to see actual video examples of how to administer the datafolio to students across ALL levels of assistance.	4/22/2019 8:43 AM
6	I think that the additional workshops provided by ACCESS should be mandatory for all teachers. If it were not for that workshop, I would not have been properly prepared.	4/21/2019 4:20 PM
7	Topics about how to deal with students that are only seen in a hospital homebound setting and as the H/H teacher how to get all the testing ready when that teacher may not teach that more severe student so all the materials have to be made.	4/18/2019 8:38 PM
8	Make and take assessments	4/18/2019 1:51 PM
9	I think providing more examples of how to tie choice activities to the standards would be helpful. Also, demonstrating how activities can be used across grade levels with modifications is useful. Demonstrating that with each activity, teachers need to look toward how they will access participation and the level of prompting needed by the student would ease anxiety of teachers working with this level of students.	4/18/2019 1:18 PM
10	Examples for each access points for each grade level	4/17/2019 8:24 PM
11	With all the information to be entered, there is about 100 ways to make a mistake. A discussion about a more efficient process would be great.	4/17/2019 5:36 PM
12	Making problems for equal equations.	4/17/2019 2:31 PM
13	1.The standards that needed to be taught and assessed 2.the format that needed to be done to sent the information to the state	4/17/2019 12:50 PM
14	How to create testing items for standards: math, science, reading. Not just give us examples.on creating materials for reading.	4/17/2019 9:28 AM
15	My training was a half day training during preschool week if I remember correctly. Then we had to view the module videos for more training. I think the minimum training should be 2-3 days of very specific training about writing the standards questions and test.	4/17/2019 9:10 AM
16	More focus on creating opportunities	4/15/2019 10:30 PM
17	I think ideas for activities and lessons would be good, it is hard to sometimes conceptualize and build from collection period one to three without repeating the same tasks.	4/15/2019 10:50 AM
18	I think it would be really beneficial to demonstrate some of the activity choice 'examples', especially if we were able to be in groups based on grade levels.	4/12/2019 4:15 PM
19	They need to provide all the materials. The questions, the tests, the pictures, everything. It is not acceptable to make our own FSA when every other student gets theirs from the state.	4/12/2019 1:22 PM
20	More examples of datafolio. My students went from physical assistance to gesture, then to verbal. They did ok at physical and gesture assistance, but fell apart at verbal. Is that fair?	4/12/2019 7:44 AM
21	More in depth conversations about creating test questions and the materials to choose.	4/12/2019 7:05 AM

22	The training should include more time with an actual presenter rather than having everyone sit in a large room with computer monitors. That seemed like something teachers could do on their own time rather than spend the time/effort/money to provide "training" via computer stations.	4/11/2019 2:23 PM
23	I would like to work in a smaller group to help develop work for my students according to the subject that we will be testing the following year.	4/11/2019 1:22 PM
24	I know in the past there has been issues with teachers not providing the correct question for students and therefore the assessment was invalid. Last year we focused on ELA (Literature vs. Informational). We should continue to teach these problem areas. I think there are some very difficult concepts in the math section. I would like to see more strategies to make this relevant/attainable for our students.	4/11/2019 12:56 PM
25	Resources or samples of different lessons for the students that need objects to complete the standards.	4/10/2019 5:38 PM
26	More practice writing the response options. I still need a little more confidence that I am addressing the question.	4/9/2019 11:43 AM
27	I really liked the training they did on creating the assessments. Please do this again for a refresher.	4/8/2019 2:26 PM
28	Teachers need to be alerted to how much time it will take to gather materials (books appropriate to each standard, manipulatives and visuals appropriate for each standard and choice, tlow and high tech devices when appropriate) and prepare the activities for each standard being assessed, This can take a lot of time when you're assessing 6-8 students. Also after gathering the data how much time it takes to complete files for each student and then uploading into the AVS.	4/8/2019 8:25 AM
29	Preparation of materials to use to assess students	4/8/2019 7:15 AM

Q8 Please indicate the reason(s) why you did not attend the July/August face-to-face training. (Check all that apply)

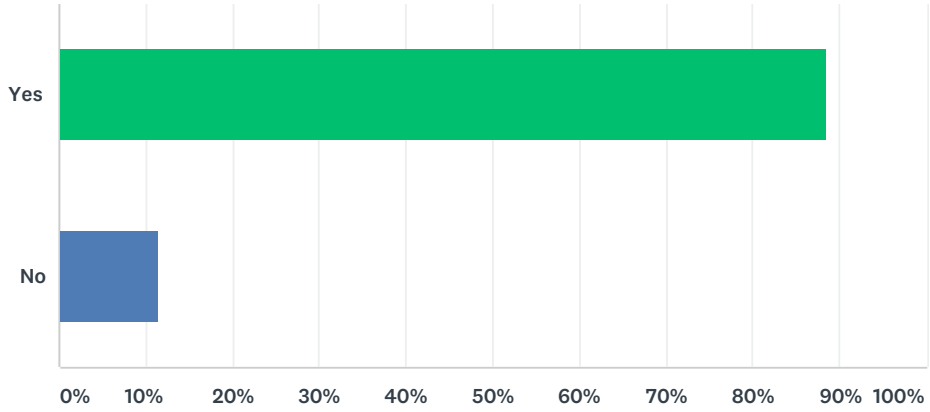
Answered: 55 Skipped: 61



ANSWER CHOICES	RESPONSES	
I did not know that I would have students taking the FSAA—Datafolio.	30.91%	17
The dates of the training were not convenient for me.	29.09%	16
I did not know about the training.	20.00%	11
I attended the face-to-face training in July 2017.	10.91%	6
ther	25.45%	14
Total Respondents: 55		

Q9 Did you view the four FSAA—Datafolio administration training modules posted on the FSAA Portal?

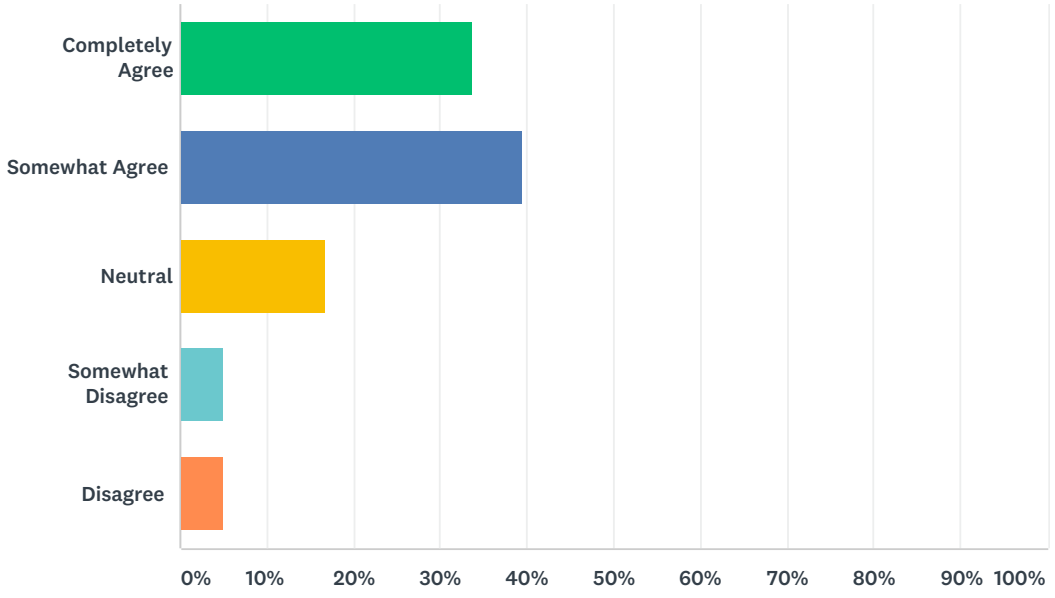
Answered: 114 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes	88.60%	101
No	11.40%	13
T TAL		114

Q10 Please rate the following statement: After viewing the training modules, I felt prepared to administer the FSAA—Datafolio assessment.

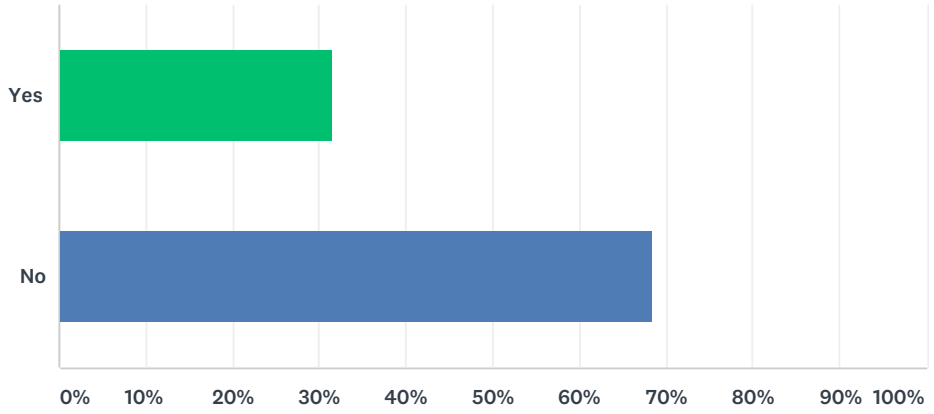
Answered: 101 Skipped: 15



ANSWER CHOICES	RESPONSES	
Completely Agree	33.66%	34
Somewhat Agree	39.60%	40
Neutral	16.83%	17
Somewhat Disagree	4.95%	5
Disagree	4.95%	5
T TAL		101

Q11 Now that you've completed administration of the FSAA—Datafolio assessment, do you believe that additional topics should be included in the training modules?

Answered: 101 Skipped: 15



ANSWER CHOICES	RESPONSES	
Yes	31.68%	32
No	68.32%	69
T TAL		101

Q12 Please explain what other topics would be beneficial to include in the training modules. (Please limit your response to 150 words.)

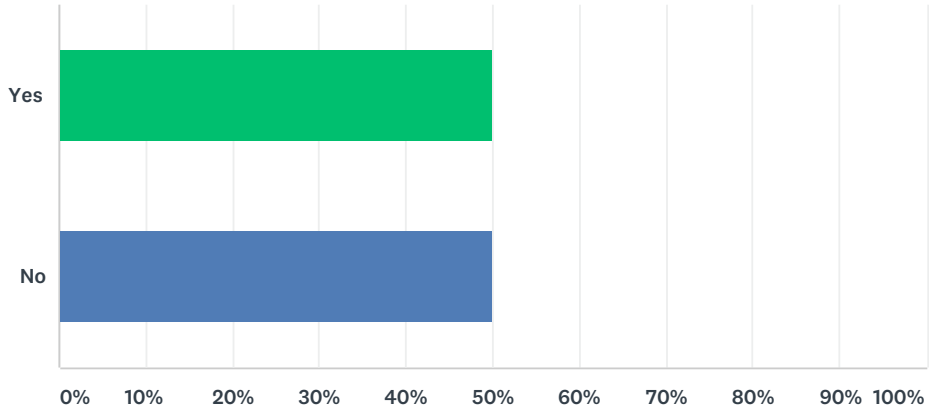
Answered: 25 Skipped: 91

#	RESPONSES	DATE
1	Because these students are so low cognitively we really could use workshop on sample activities and resources that can teachers can administer, rather than making things up as we go.	4/27/2019 4:42 PM
2	There should be a module that details how to prepare the test and how to use that test for the three testing periods.	4/24/2019 11:20 AM
3	how to prepare materials	4/24/2019 10:41 AM
4	I think there should be pre populated questions for each standard that we are testing.	4/24/2019 9:19 AM
5	What would be beneficial is the videos having a tutorial fully explaining what the procedure is for digital upload whether it be for video or picture(s).	4/23/2019 9:48 AM
6	I would like to see actual video examples of administering the datafolio to students at ALL levels of assistance.	4/22/2019 8:44 AM
7	more examples of how to present materials in a variety of ways to students-actual teacher/student videos	4/21/2019 4:22 PM
8	More thorough training on setting up and organizing your data and collection period information to make it easier for the teacher throughout the entire school year. I also think further and continued training on the different methods of data collection including video taping.	4/18/2019 1:20 PM
9	more detailed information on setting up activities	4/18/2019 7:43 AM
10	more in dept information in all areas	4/18/2019 7:43 AM
11	Some access points are too complex for my learners	4/18/2019 5:49 AM
12	When administering the test to a low cognitive, low IQ student using Gestoral L A, it would be outstanding to use environmental practicals versus questions that pertain to linear graphs. There are adults that have education, and have high cognitvie levels, average IQs and they do not know what a linear graph is.	4/17/2019 4:11 PM
13	While the information was helpful, I would have liked there to be more complete examples of the forms filled out for various students/grades/ subjects.	4/17/2019 3:41 PM
14	Standards that were to be assessed Format to send testing material to the state	4/17/2019 12:51 PM
15	More explanation of what the actual assessment looks like and how the paper work should be filled out.	4/17/2019 11:18 AM
16	upload and submission	4/17/2019 10:16 AM
17	Show how to make testing materials: give examples and non examples. There is to much room for error to make items not scorable!	4/17/2019 9:32 AM
18	More practice time should be available before you have to write all the test questions, and also comp time or inservice points needs to be given for the hundreds of hours it takes to even write the questions, let alone administer the test. (Especially during the 3-4 week turnaround times like CP1 and CP 3 !!	4/17/2019 9:15 AM
19	Exactly how test results are scored	4/17/2019 3:45 AM
20	The training modules serve as an overview and are not specific to the tasks or students that it may be presented to. There were no examples to follow or reference that would have been helpful in order to better prepare. Besides that, offering only one face to face training which is out of county and during summer is unfair to teachers who either work summer school or travel with their families.	4/15/2019 7:02 PM
21	More details	4/15/2019 4:33 PM

22	A video of a non-verbal, vision, intellectual and physically impaired student being tested. (multi challenged)	4/9/2019 11:46 AM
23	I would like to see them model giving the assessment for the different levels.	4/8/2019 2:27 PM
24	1. More examples of question creation 2. More information on the large amount of preparation that is needed before each collection period	4/8/2019 8:40 AM
25	Preparation of materials and guidelines for doing so	4/8/2019 7:16 AM

Q13 Did you receive or participate in any form of training provided by your district on either how to administer the FSAA—Datafolio or how to use the AVS (online or face-to-face)?

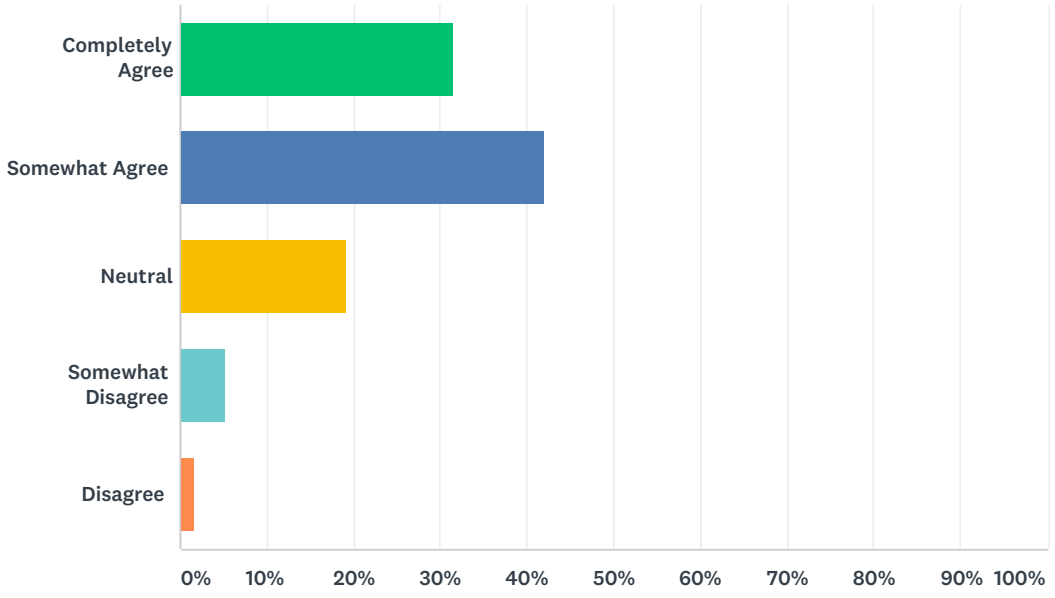
Answered: 112 Skipped: 4



ANSWER CHOICES	RESPONSES	
Yes	50.00%	56
No	50.00%	56
T TAL		112

Q14 Please rate the following statement: After attending the district-provided training, I felt prepared to administer the FSAA—Datafolio assessment.

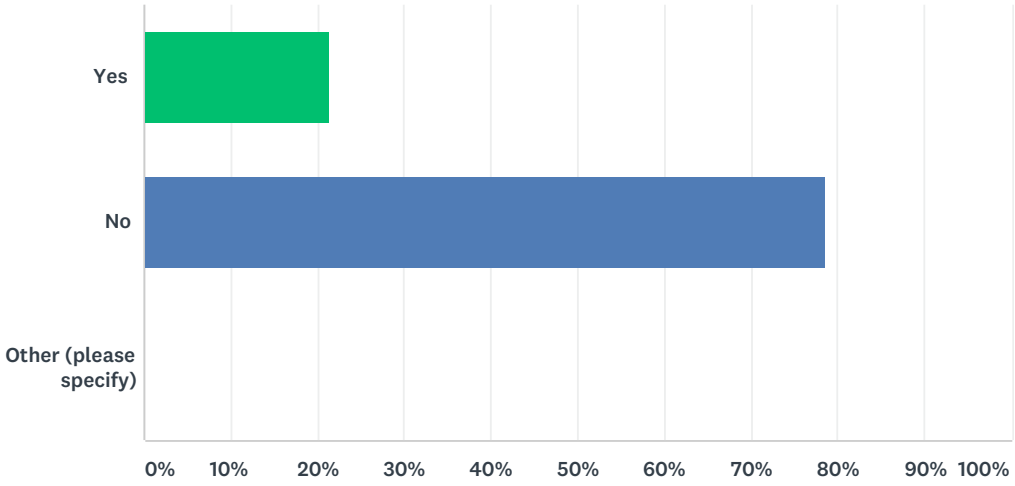
Answered: 57 Skipped: 59



ANSWER CHOICES	RESPONSES	
Completely Agree	31.58%	18
Somewhat Agree	42.11%	24
Neutral	19.30%	11
Somewhat Disagree	5.26%	3
Disagree	1.75%	1
T TAL		57

Q15 Now that you've completed administration of the FSAA—Datafolio assessment, do you believe that additional topics should be included in the district-provided training?

Answered: 56 Skipped: 60



ANSWER CHOICES	RESPONSES	
Yes	21.43%	12
No	78.57%	44
ther (please specify)	0.00%	0
T TAL		56

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

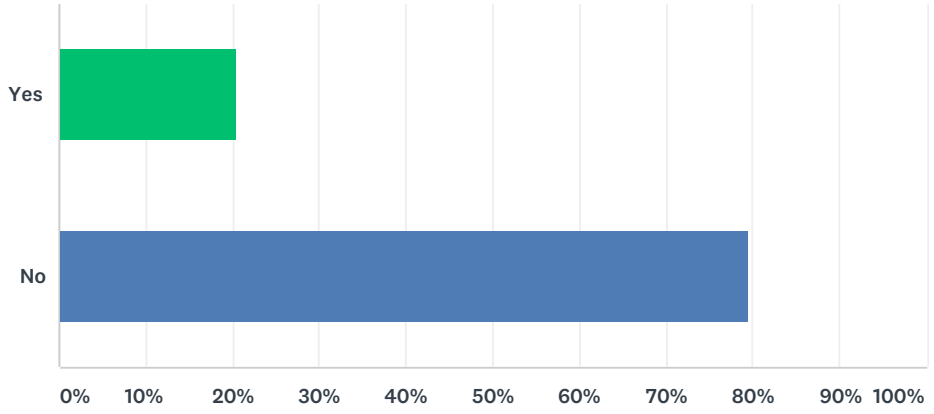
Q16 Please explain what other topics would be beneficial to include in the district-provided training. (Please limit your response to 150 words.)

Answered: 8 Skipped: 108

#	RESPONSES	DATE
1	Additional face to face workshop should be offered at the beginning of new school year once teachers have their class rosters.	4/27/2019 4:45 PM
2	I would like to see actual video examples of administering the datafolio to students at ALL levels of assistance.	4/22/2019 8:46 AM
3	Students that perform sporatidically in a given setting - I was unsure how to document due to the fact they got a lower score because I HAD T USE SAME PR MPTING. When in fact they performed higher, due to mixed responces.	4/18/2019 9:40 AM
4	This test is ridiculous for our students that qualify. Discussing this test with my colleagues, and reviewing the questions, made them perplexed and angry at how we can subject and administer this test to our students that qualify.	4/17/2019 4:14 PM
5	More in depth	4/17/2019 11:19 AM
6	The hardest part was the time we had to dedicate to writing the questions, finding the books, creating the materials, etc. Maybe during training they can remind people that there is a substitute fund available to pay for subs during the crunch times of upload and training. I think they need to provide subs to teachers so some of the incredible volume of homework to do this test is lessened on your own time, and covered during the school day so that the teacher does not have to do everything urgently on their home time, because it really messes people up and it is unfair and unconstitutional. I am surprised that the state does not write the whole test and provide the materials, pictures, and books to make this really standardized. They would never ask Gen Ed. to write the FCAT, now, would they.? That would be ridiculous, just like this Datafolio was. Completely Unfair to ESE teachers. It ate up my whole academic year, and affected my health and It was completely unreasonable amounts of time. I have other obligations to my mom in Alzheimer's care, and a million things I could not do because of this inordinate amount of time. Unnacceptable ...I am not ignorant or stupid...I cannot believe they got away with the unfairness of it all. The state needs to write it and provide all the materials pre made...not made by me at my expense and time and stress with no pay for it or inservice points.	4/17/2019 9:29 AM
7	pportunity for a Medical Exemption for a student	4/12/2019 3:01 PM
8	Same as my previous statement. The time it takes to prepare the materials for administering, transferring data to student files, and uploading to the AVS.	4/8/2019 8:27 AM

Q17 Did you participate in the optional Developing pportunities for Activity Choices Workshop?

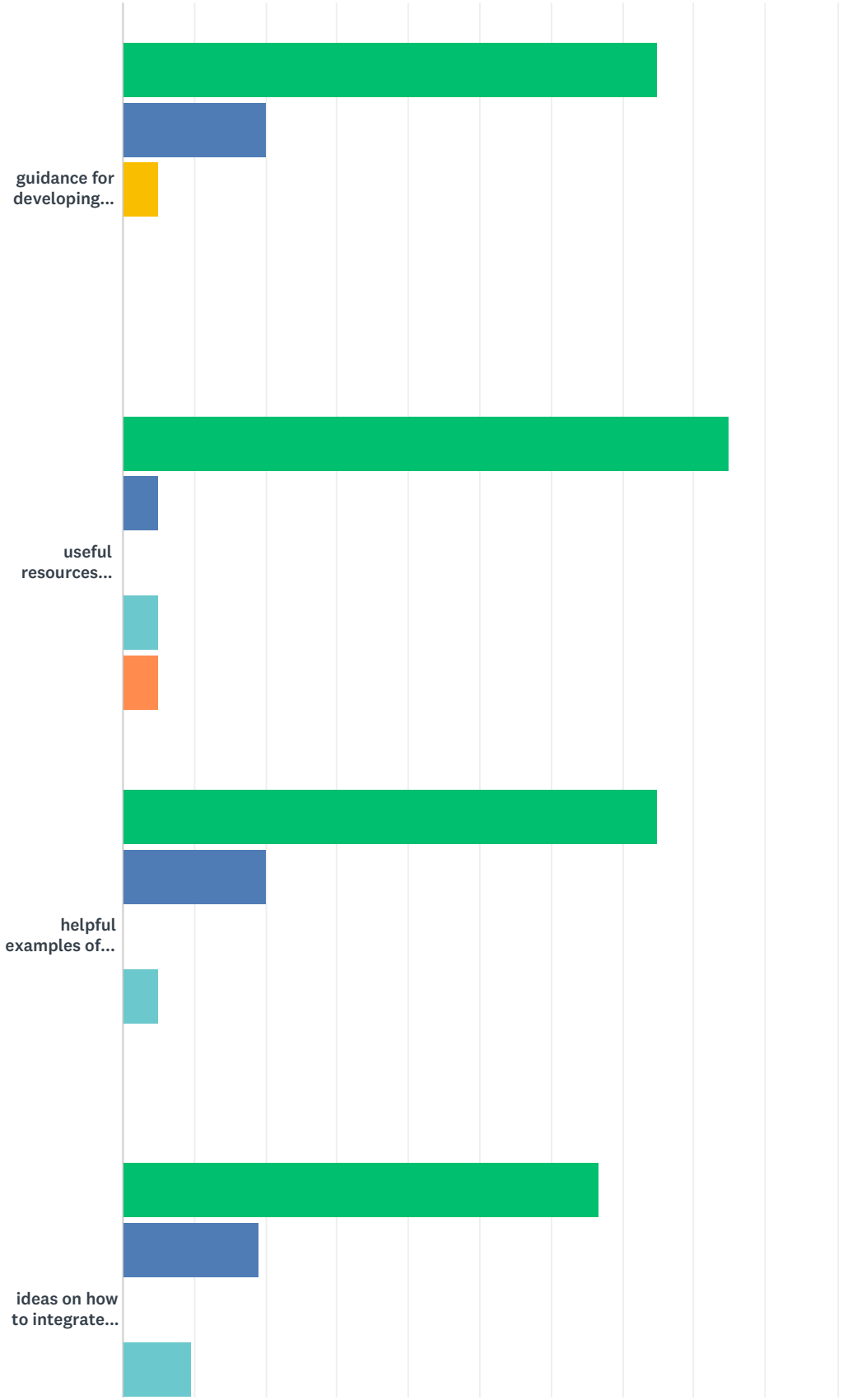
Answered: 112 Skipped: 4

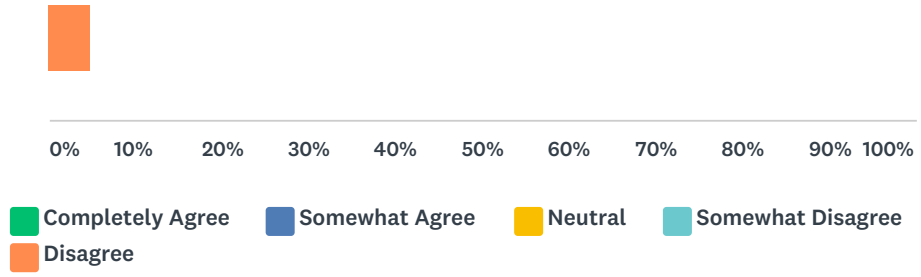


ANSWER CHOICES	RESPONSES	
Yes	20.54%	23
No	79.46%	89
T TAL		112

Q18 The workshop provided...

Answered: 21 Skipped: 95

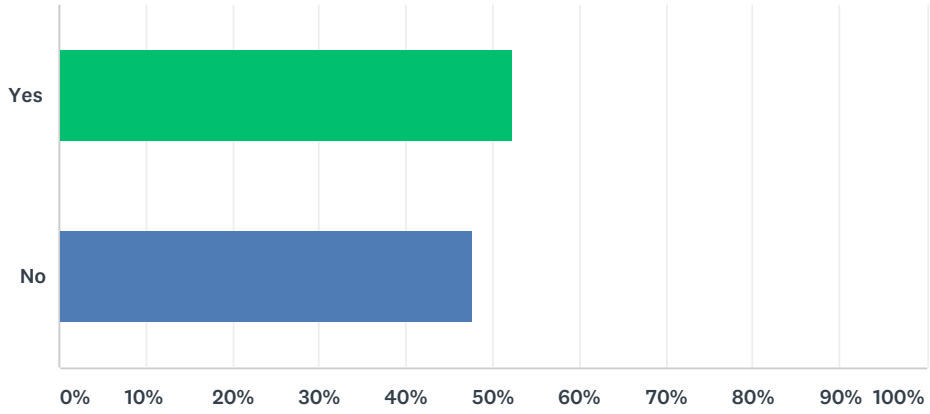




ANSWER CHOICES	COMPLETELY AGREE	SOMEWHAT AGREE	NEUTRAL	SOMEWHAT DISAGREE	DISAGREE	TOTAL
guidance for developing aligned opportunities for activity choices.	75.00% 15	20.00% 4	5.00% 1	0.00% 0	0.00% 0	20
useful resources available to teachers.	85.00% 17	5.00% 1	0.00% 0	5.00% 1	5.00% 1	20
helpful examples of opportunities.	75.00% 15	20.00% 4	0.00% 0	5.00% 1	0.00% 0	20
ideas on how to integrate the FSAA—Datafolio into the classroom curriculum.	66.67% 14	19.05% 4	0.00% 0	9.52% 2	4.76% 1	21

Q19 Now that you've completed administration of the FSAA—Datafolio assessment, do you believe that additional topics should be included in the Developing pportunities for Activity Choices Workshop?

Answered: 21 Skipped: 95



ANSWER CHOICES	RESPONSES	
Yes	52.38%	11
No	47.62%	10
T TAL		21

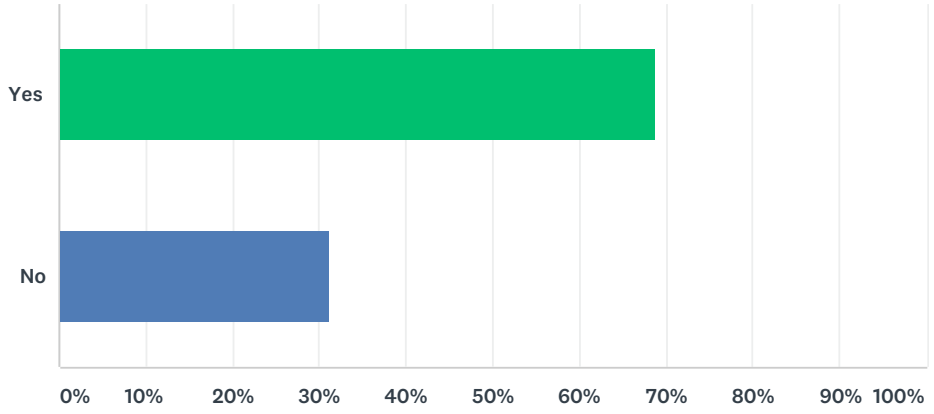
Q20 Please explain what other topics would be beneficial to include in the Developing pportunities for Activity Choices Workshop. (Please limit your response to 150 words.)

Answered: 8 Skipped: 108

#	RESPONSES	DATE
1	I think the workshop could be expanded to a full day with more opportunities to understand and develop activity choices.	4/22/2019 8:47 AM
2	more time to work on crating assessment materials and questions.	4/21/2019 4:25 PM
3	Examples of activities that closely aligned the standards to the activities.	4/18/2019 1:22 PM
4	An alternate more efficient data collection process	4/17/2019 5:40 PM
5	Identifying more activity choices for lower level stuents with multiple disabilities such as DHH and VI students.	4/17/2019 8:24 AM
6	Actually more time is required to put together the ideas we came up with.	4/15/2019 12:20 PM
7	bjects that students can use who are complex learners.	4/10/2019 5:41 PM
8	E C exams	4/9/2019 11:48 AM

Q21 Did you view any of the seven Assessment View System (AVS) training tutorials posted on the FSAA Portal?

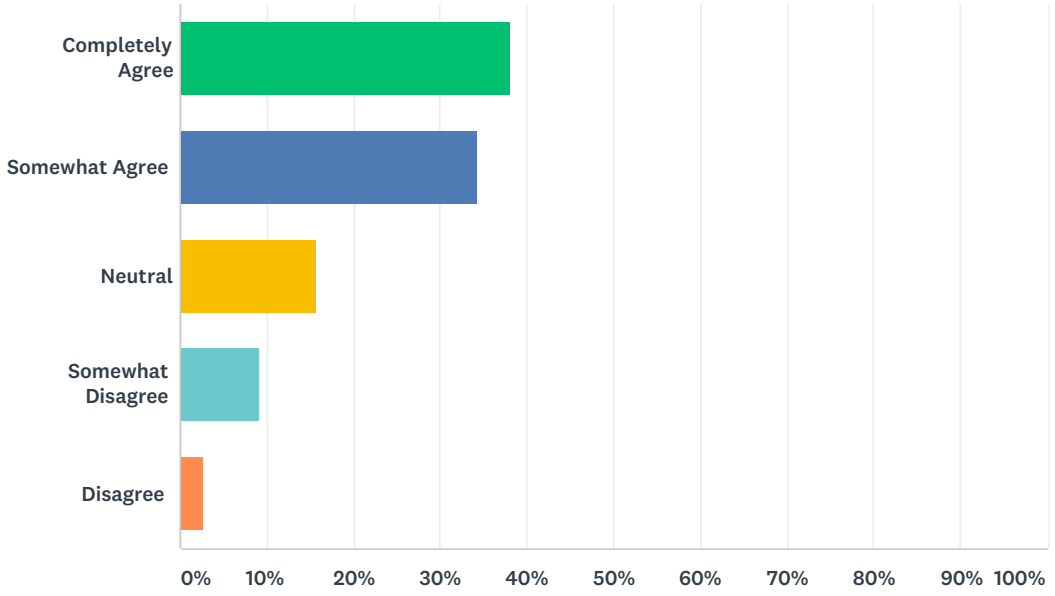
Answered: 109 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	68.81%	75
No	31.19%	34
T TAL		109

Q22 Please rate the following statement: After reviewing the AVS training tutorials, I felt prepared to work within the AVS.

Answered: 76 Skipped: 40



ANSWER CHOICES	RESPONSES	
Completely Agree	38.16%	29
Somewhat Agree	34.21%	26
Neutral	15.79%	12
Somewhat Disagree	9.21%	7
Disagree	2.63%	2
T TAL		76

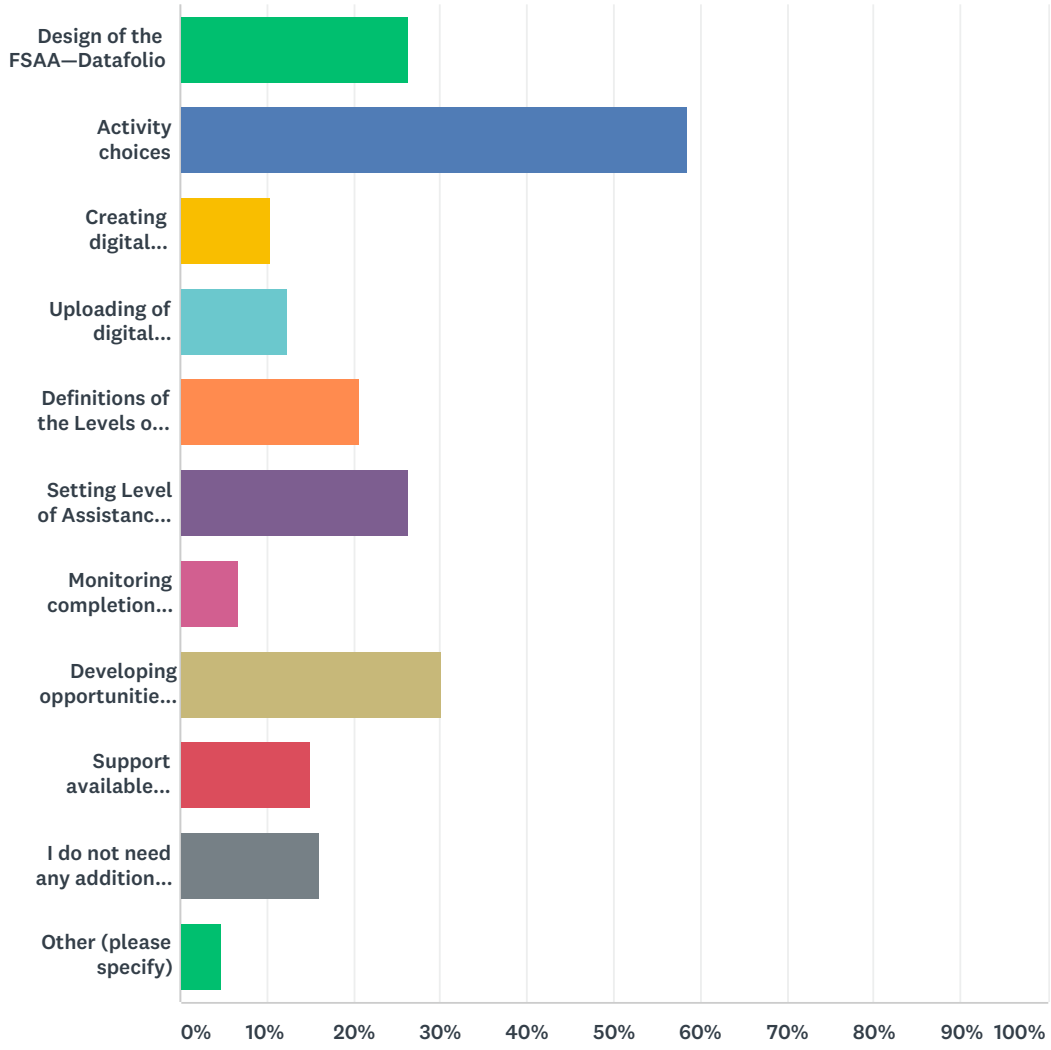
Q23 What suggestions do you have for improving the AVS training tutorials? (Please limit your response to 150 words.)

Answered: 24 Skipped: 92

#	RESPONSES	DATE
1	Making sure that the county you are servicing has an app/training for combinging/splicing videos into one video.	4/26/2019 11:51 AM
2	N NE	4/25/2019 12:58 PM
3	A suggestion would be having a video addressing the type of digital upload (video or pic) and/or necessary forms needed and having the videos bookmarked to the specific information needed so the viewer doesn't have to guess where the information might be contained (or to what video).	4/23/2019 9:50 AM
4	Videos of samples of how to test different types of students with various disabilities.	4/23/2019 8:12 AM
5	make them simpler to navigate	4/22/2019 1:29 PM
6	none. I feel they adequately prepare teachers for administration and input.	4/22/2019 10:17 AM
7	I don't know enough to commit at this time. My first year.	4/22/2019 9:06 AM
8	Specific details of what should be done if a student misses a collection period or is only available during the last collection period. These may be specific concerns that are not generalized to others but those answers were not readily available.	4/18/2019 1:24 PM
9	.	4/18/2019 11:01 AM
10	the boxes don't open up to full screen, and so you don't see that you can scroll down to add all your data	4/18/2019 8:47 AM
11	N/A	4/17/2019 4:15 PM
12	They were very informative and easy to follow	4/17/2019 12:09 PM
13	They gave me a better understanding of the testing.	4/17/2019 10:00 AM
14	Show examples and simplify.	4/15/2019 7:02 PM
15	I think it is complete with the combination of the details that are in the FSAA brochure.	4/15/2019 12:27 PM
16	none	4/15/2019 12:20 PM
17	I have no suggestions, thought it was very simple to use.	4/15/2019 10:51 AM
18	Nothing just provide the teachers with a test like you do for all other teachers in every other FSA or FSAA	4/12/2019 1:24 PM
19	There is no way to prepare for the tedious work of putting together the questions, creating documents, merging documents, and uploading documents until you have actually tested the first time around. The information is confusing until you have had to have your hands in it. The process is overly time-consuming and the benefits do not match the effort.	4/11/2019 2:25 PM
20	Get rid of Datfolio	4/11/2019 11:25 AM
21	None	4/11/2019 7:35 AM
22	na	4/10/2019 5:42 PM
23	Have people get training on PDF's and merging files before they come to training. This has been a learning process where I had to get the program from my tech. I am not allowed to put programs onto my computer and I had to ask for the full Adobe. I took too much time worrying about file merging during the training and lost time where I should have been practicing the input.	4/9/2019 11:51 AM
24	Sometimes, you know the information already and you want to go directly to the test. AVS requires you to watch the whole thing. It is time consuming	4/8/2019 7:45 AM

Q24 Based on your experience administering the FSAA—Datafolio assessment and working within the AVS, please indicate which of the following topics you would like more information/training on. (Check all that apply.)

Answered: 106 Skipped: 10



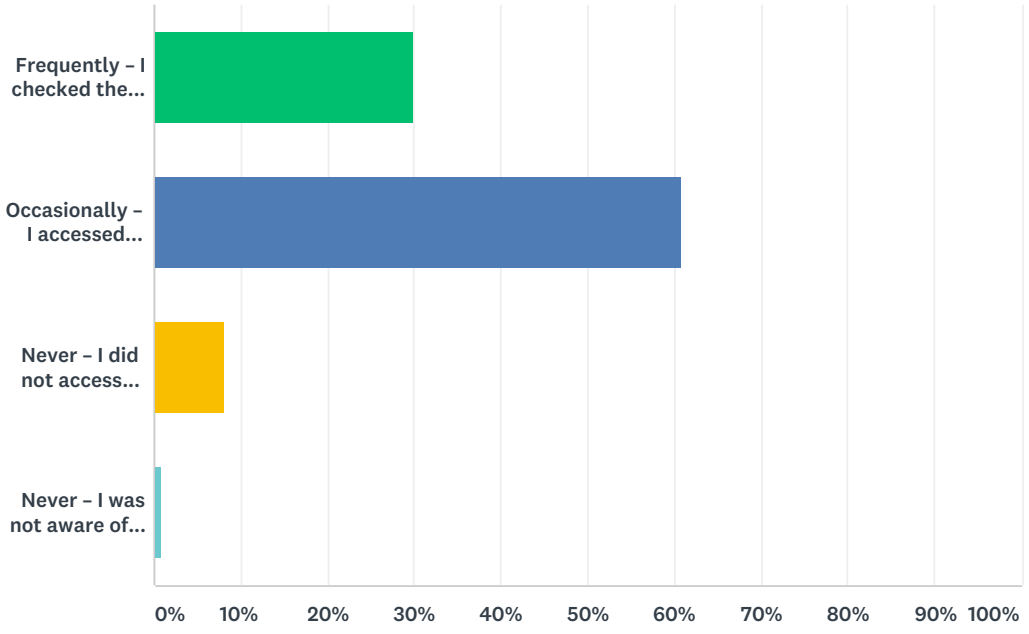
ANSWER CHOICES	RESPONSES	
Design of the FSAA—Datafolio	26.42%	28
Activity choices	58.49%	62
Creating digital evidence	10.38%	11
Uploading of digital evidence	12.26%	13
Definitions of the Levels of Assistance (L As)	20.75%	22
Setting Level of Assistance (L A) goals	26.42%	28
Monitoring completion status of my students	6.60%	7

Developing opportunities for evidence collection	30.19%	32
Support available during administration	15.09%	16
I do not need any additional information.	16.04%	17
ther (please specify)	4.72%	5
Total Respondents: 106		

#	OTHER (PLEASE SPECIFY)	DATE
1	It doesn't make sense each teacher developing all their own questions and answer choices, then writing them all up. It is hard to know if we created valid test questions and answer choices. How is this valid? Teachers are not professional standardized test creators. Also, it is unnatural according to how we teach to ask 5 "author purpose" questions in a row after one reading selection in a session.	4/18/2019 8:50 AM
2	streamlining the process	4/17/2019 5:41 PM
3	Face to face training and specifics	4/15/2019 7:03 PM
4	Recieving a test instead of making it.	4/12/2019 1:24 PM
5	finding ways to streamline the process	4/11/2019 2:26 PM

Q25 ver 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?

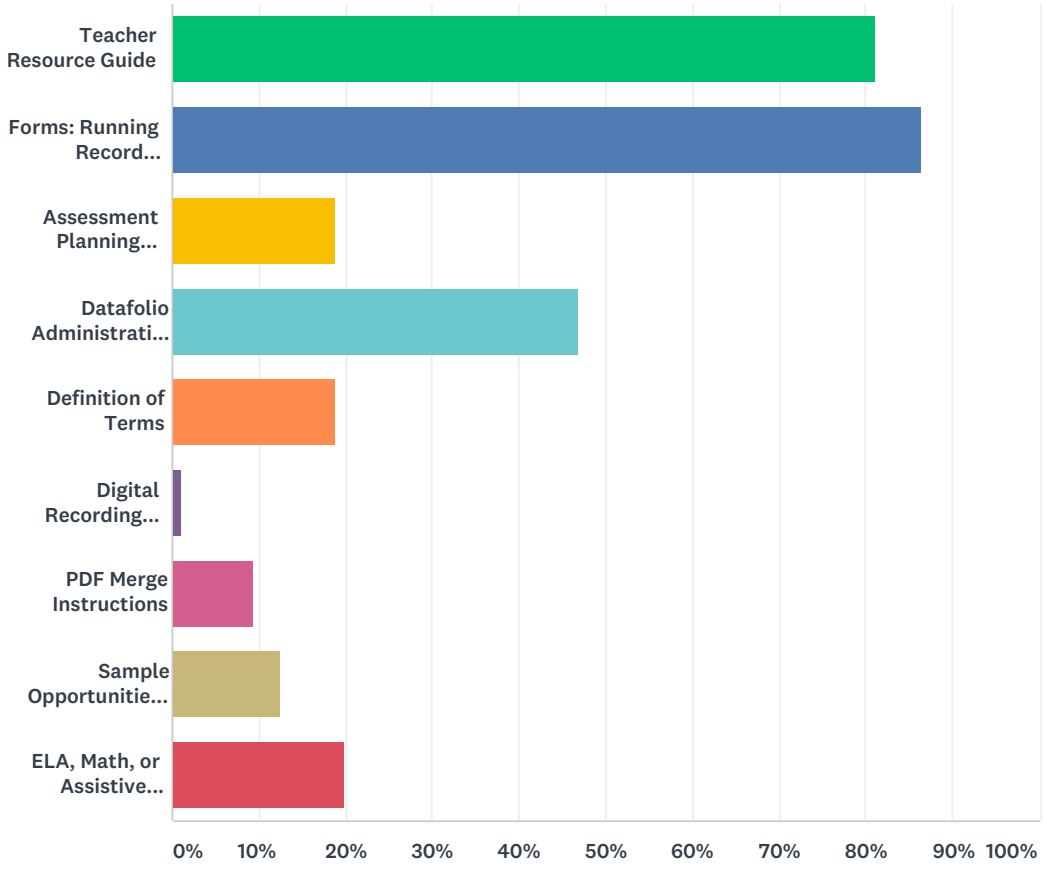
Answered: 110 Skipped: 6



ANSWER CHOICES	RESPONSES	
Frequently – I checked the FSAA Portal for updates and accessed a variety of resources on a regular basis.	30.00%	33
ccasionally – I accessed resources only when my Alternate Assessment Coordinator or other designee indicated that I needed to.	60.91%	67
Never – I did not access resources on the FSAA Portal because I received all materials and information from my Alternate Assessment Coordinator.	8.18%	9
Never – I was not aware of the FSAA Portal and/or did not know how to access the FSAA Portal.	0.91%	1
T TAL		110

Q26 Which of the following resources did you access on the FSAA Portal? (Check all that apply.)

Answered: 96 Skipped: 20



ANSWER CHOICES	RESPONSES	
Teacher Resource Guide	81.25%	78
Forms: Running Record Template, Ethics in Data Collection and Submission Form, Evidence Collection Form, AVS Correction Form, Digital Recording Consent Form (English, Spanish, and/or Haitian Creole), Late Enrollment Form	86.46%	83
Assessment Planning Resource Guide for IEP Teams	18.75%	18
Datafolio Administration Teacher Checklist	46.88%	45
Definition of Terms	18.75%	18
Digital Recording Software Flyer	1.04%	1
PDF Merge Instructions	9.38%	9
Sample pportunities Handout	12.50%	12
ELA, Math, or Assistive Technology links	19.79%	19
Total Respondents: 96		

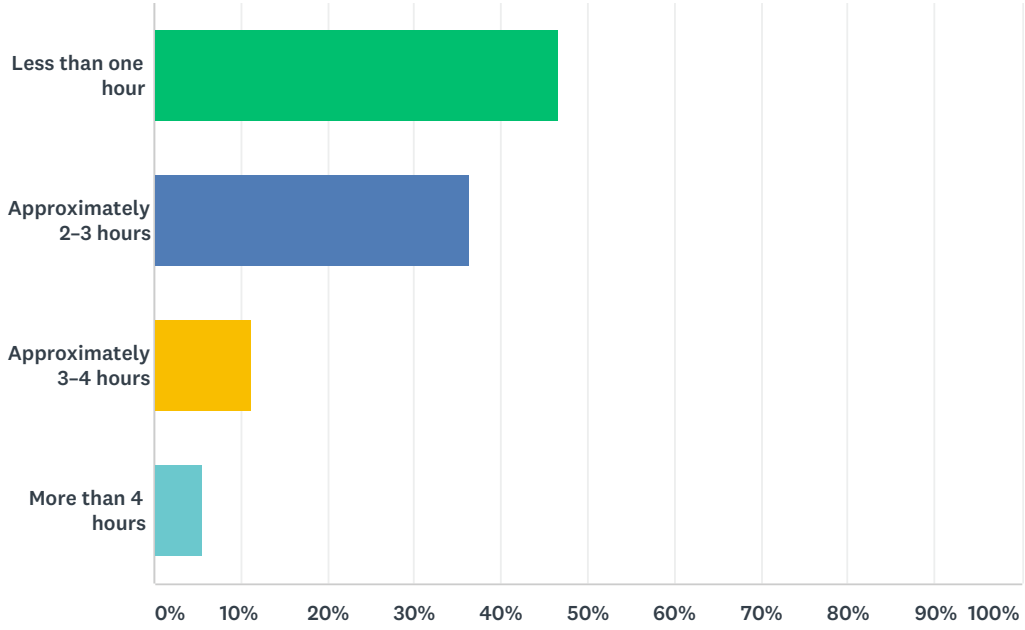
Q27 Are there any additional resources that you would like to see on the FSAA Portal that would enhance your administration experience? (Please limit your response to 150 words.)

Answered: 17 Skipped: 99

#	RESPONSES	DATE
1	More practice activities	4/27/2019 4:48 PM
2	no	4/23/2019 8:13 AM
3	no	4/19/2019 8:14 AM
4	Suggested activities that are believed to be model examples of addressing the standard using appropriate instruction and assessment.	4/18/2019 1:27 PM
5	.	4/18/2019 11:02 AM
6	no	4/17/2019 5:43 PM
7	Yes, Have Measured Progress make up the test for us.	4/17/2019 4:17 PM
8	Not sure yet.	4/16/2019 10:58 AM
9	The verbatim for administrating the Algebra portion of the FSAA math is too wordy, and by the time you get to the question, some students appeared to be confused and lost. In my opinion, the explanatory part for students with short attention span should be shorter in length.	4/15/2019 12:48 PM
10	Not at this time.	4/12/2019 10:00 AM
11	ways to simplify the process; a bank of questions that teachers can choose from	4/11/2019 2:27 PM
12	The tech person at our school said we could not use the PDF Merger that we used at the training. It was showing up as malware. I ended up using my own money to buy something. I couldn't find anything that was free. Can you find something else we can use?	4/11/2019 1:55 PM
13	No	4/11/2019 7:40 AM
14	na	4/10/2019 5:43 PM
15	no	4/9/2019 2:10 PM
16	I would like to see a bank of example activity choices for each standard	4/8/2019 8:44 AM
17	no	4/8/2019 7:48 AM

Q28 Now that you've completed administration of the FSAA—Datafolio assessment, how long do you believe it took to administer the 5–8 opportunities for one activity choice per standard to an individual student? If you administered to more than one student, please indicate an estimated average time per student.

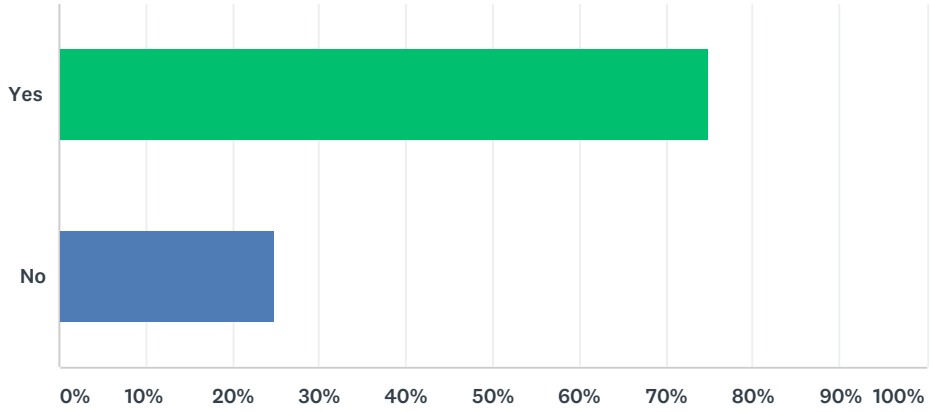
Answered: 107 Skipped: 9



ANSWER CHOICES	RESPONSES	
Less than one hour	46.73%	50
Approximately 2–3 hours	36.45%	39
Approximately 3–4 hours	11.21%	12
More than 4 hours	5.61%	6
T TAL		107

Q29 Was the time between collection periods adequate for the 2018–2019 administration?

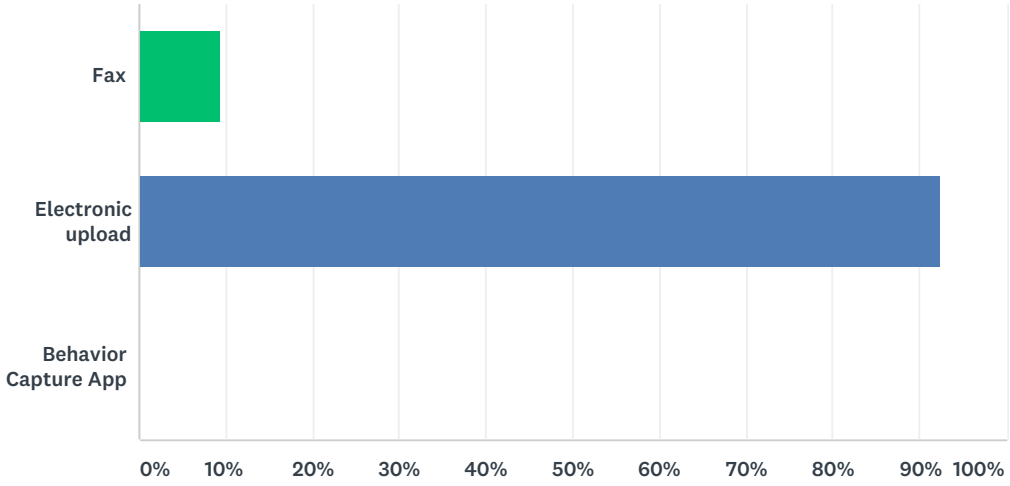
Answered: 108 Skipped: 8



ANSWER CHOICES	RESPONSES	
Yes	75.00%	81
No	25.00%	27
T TAL		108

Q30 Which of the following methods did you use to upload evidence to the Assessment View System (AVS)? (Check all that apply.)

Answered: 106 Skipped: 10

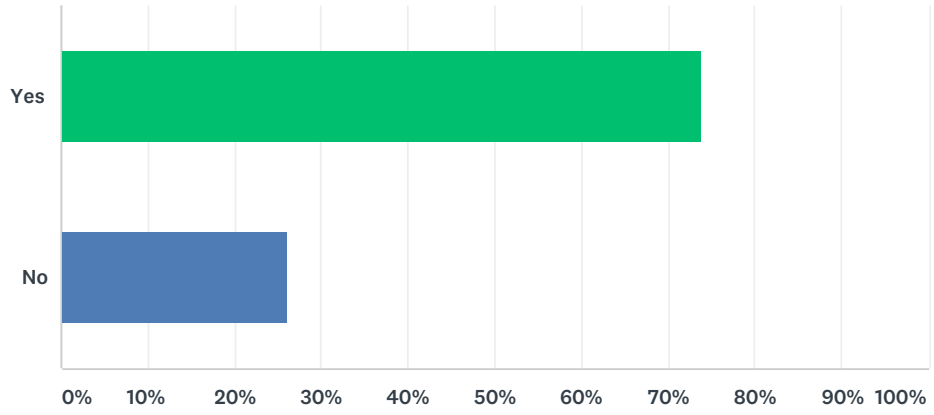


ANSWER CHOICES	RESPONSES	
Fax	9.43%	10
Electronic upload	92.45%	98
Behavior Capture App	0.00%	0

Total Respondents: 106

Q31 Did you receive support provided by your district administrators?

Answered: 107 Skipped: 9



ANSWER CHOICES	RESPONSES	
Yes	73.83%	79
No	26.17%	28
T TAL		107

Q32 Please describe what type(s) of support you received from your district administrators this year. (Please limit your response to 150 words.)

Answered: 64 Skipped: 52

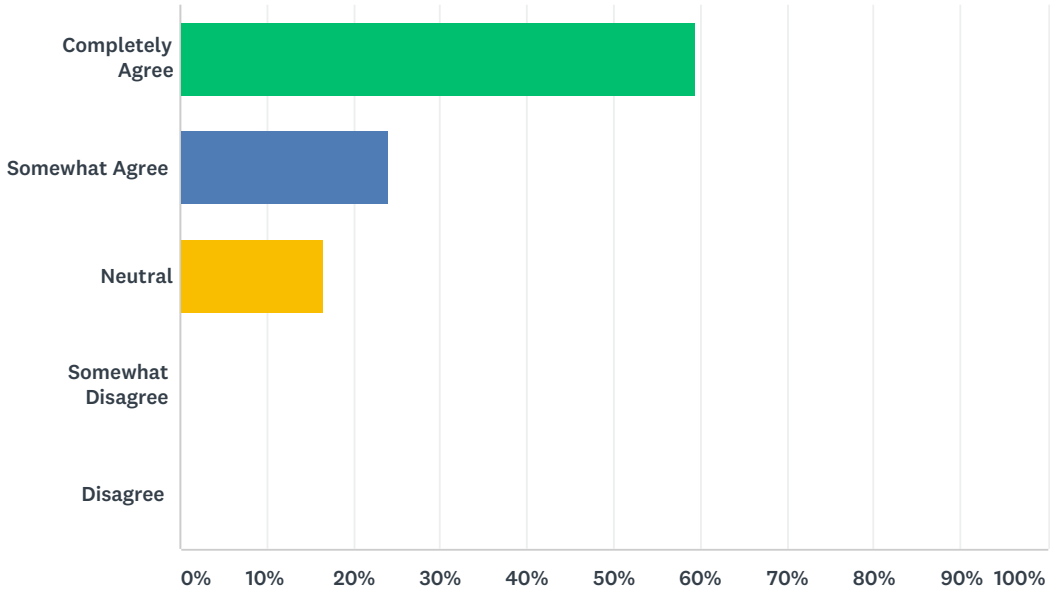
#	RESPONSES	DATE
1	I was given the links to the instructions on what/how to administer. Advise whenever I asked for help.	4/27/2019 4:50 PM
2	My support administrator was awesome with giving information and helping as needed. She was very patient and worked with me through issues I gaced as a first time administerer.	4/26/2019 11:56 AM
3	Accessing AVS LCI glitch Problem setting L A goals for a late enrollment student	4/25/2019 2:40 PM
4	ur AP helped us with collection and transmission of data.	4/24/2019 2:07 PM
5	My administrator kept me up to date on testing dates and deadlines for submitting. She helped when I did not understand something (which was a lot!) She was abundantly patient. She made sure I met the deadlines and was always very positive and supportive.	4/24/2019 11:28 AM
6	Assistance with AVS procedures	4/23/2019 4:21 PM
7	Email support and was given access to the student on datafolio due to district administration.	4/23/2019 10:05 AM
8	District administrators provided indirect support to me, through my site SLC, regarding dates and the AVS system.	4/23/2019 9:24 AM
9	all types	4/23/2019 8:15 AM
10	level of assistance	4/23/2019 8:15 AM
11	They were very helpful in answering questions and assisting with uploads and also some test materials.	4/22/2019 1:32 PM
12	deadline reminders and offers of assistance	4/22/2019 11:27 AM
13	assistance with what to do with data after uploaded	4/21/2019 4:30 PM
14	Assistance with creating materials, training, uploading/scanning documents	4/18/2019 2:29 PM
15	My administrator sought out answers for me to specific concerns about student participation. She also gave reminders on timelines which was very helpful.	4/18/2019 1:29 PM
16	The district helped with login information.	4/18/2019 12:32 PM
17	Thank the Lord my district administrator helped me create and administer the assessment. It is incredibly challenging to get nonverbal students to care about questions/activities that are not on their cognitive level.	4/18/2019 12:18 PM
18	.	4/18/2019 11:03 AM
19	My county support was great any questions were answered quickly by email.	4/18/2019 9:43 AM
20	I received help from my coach and FSAA representative	4/18/2019 7:00 AM
21	excellent communication during the process by emails or phone calls.	4/17/2019 8:35 PM
22	monitoring of testing progress	4/17/2019 5:45 PM
23	ur ESE program specialist helped us to create the test.	4/17/2019 4:20 PM
24	Trainings and check-ins.	4/17/2019 3:42 PM
25	Resources, physical, and people	4/17/2019 3:19 PM
26	I received help from Kerry Rawn who is my Area Resource Teacher. She was very helpful and was able to answer all my questions.	4/17/2019 2:36 PM

27	Datafolio expectations and format of data to upload to send electronically	4/17/2019 12:56 PM
28	ur district administrator is great. she is always just an email or phone call away. Her response time is normally less than a day.	4/17/2019 12:18 PM
29	Emails, reminders, training	4/17/2019 12:13 PM
30	She answered questions for me that I had about setting the goals for my student. She didn't participate in CP#1 so they were set late.	4/17/2019 11:44 AM
31	I contacted the district rep multiple times for questions and clarification. She also came to our school to help us during the first collection period	4/17/2019 11:24 AM
32	Kerry Rawn was fantastic, and she helped us at our school prior to our fisrt CP, and also for full days during our uploading and creating materials experiences. I felt that there should have been more people other than just Kerry because I think it is too much of a task for one individual. She managed it well, and I believe she helped everyone in the district that needed help! She was awesome and very unselfish with her time. Her great attitude for doing the support and test writing and uploading was undoubtedly exceptional. She gets 5 stars from us!	4/17/2019 9:40 AM
33	Reminders of when to upload.	4/17/2019 9:08 AM
34	ANY time I needed something or had a question Mr. Karl Amundson was always on top of it!	4/17/2019 8:37 AM
35	Reminders of Administrative Dates Questions regarding choices of standards	4/17/2019 3:52 AM
36	tech issues	4/16/2019 10:59 AM
37	Email, face to face interaction during collection period	4/15/2019 7:05 PM
38	It was very helpful to have a substitute teacher in my classroom while I was administering the individual student tests.	4/15/2019 12:59 PM
39	Basically just guidance in navigation of the system since I was new to it	4/15/2019 10:59 AM
40	ur district administer continues to keep us up to date on deadlines and also checking to make sure things look submitted on their end.	4/15/2019 10:53 AM
41	entering late enrollment student then opening his calendar for L A goal	4/12/2019 4:34 PM
42	Clarification about genre	4/12/2019 3:03 PM
43	Late enrollment student - both of us were a bit confused how to set L A. she got it done!	4/12/2019 1:59 PM
44	When my yellow star wasn't appearing for a student, she answered the phone and was able to guide me on how to fix the issue!	4/12/2019 7:08 AM
45	I required assistance to load the correct merging software to my laptop, as I do not have permissions to load programs to my school computer. I required updated forms because signature verifications would not upload properly.	4/11/2019 2:29 PM
46	We were able to ask questions and if she didn't have the answer she would contact you guys for us.	4/11/2019 1:56 PM
47	district administrator was available to discuss a specific question I had.	4/11/2019 1:43 PM
48	Classes and emails relevant to topic and timelines.	4/11/2019 12:39 PM
49	Kelley Rowe assisted me with time needed and resources to gather lessons/instructional materials.	4/11/2019 11:12 AM
50	the person came by to make sure I was completing the task for the student	4/10/2019 5:45 PM
51	The district came out and modeled how to assess the standards for data portfolio.	4/10/2019 11:02 AM
52	When I had questions they gave me feedback and information that I needed.	4/9/2019 3:53 PM
53	Questions answered	4/9/2019 2:58 PM
54	Any time I had a question, I could call them or email them.	4/9/2019 2:15 PM
55	a training on performance FSAA	4/9/2019 11:54 AM
56	They made sure to remind us of deadlines for collection and upload.	4/8/2019 2:31 PM
57	.	4/8/2019 10:42 AM
58	Came to my school for 1:1 assistance	4/8/2019 9:08 AM

59	Retrieving passwords, accessing website	4/8/2019 8:49 AM
60	A district resource teacher provided teachers at my school assistance organizing uploads and understanding Datafolio requirements	4/8/2019 8:46 AM
61	Kerry Rawan from the district was extremely helpful incoming to our school and assisting us when we needed her.	4/8/2019 8:37 AM
62	ur district administrator was always available to us and very knowledgeable. She helped upload the information the first collection period and then I was able to complete it. ur principal was supportive by providing substitute teachers if we needed them.	4/8/2019 8:35 AM
63	My district administrator came to my school to help me upload and correct anything I did not do correctly. She also checked with me how I was doing, and sent me deadlines when my stuffs was due	4/8/2019 7:52 AM
64	Questions answered for u[upload	4/8/2019 7:18 AM

Q33 Please rate the following statement: After receiving support from my district administrators, I felt better prepared to administer the FSAA—Datafolio assessment.

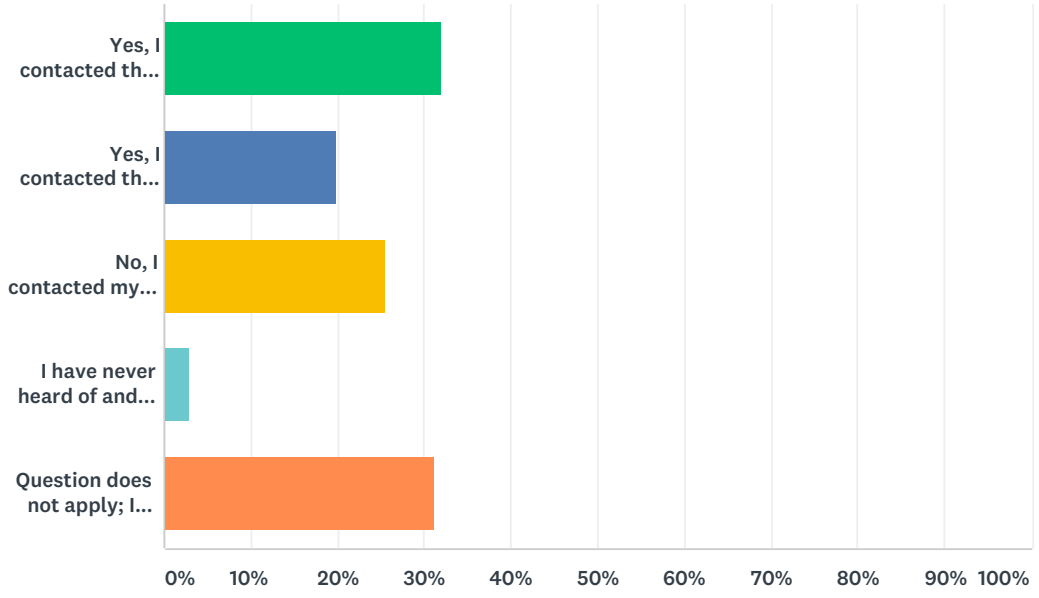
Answered: 79 Skipped: 37



ANSWER CHOICES	RESPONSES	
Completely Agree	59.49%	47
Somewhat Agree	24.05%	19
Neutral	16.46%	13
Somewhat Disagree	0.00%	0
Disagree	0.00%	0
T TAL		79

Q34 Did you contact the FSAA Service Center by phone or e-mail with any questions related to the FSAA—Datafolio ? (Check all that apply.)

Answered: 106 Skipped: 10

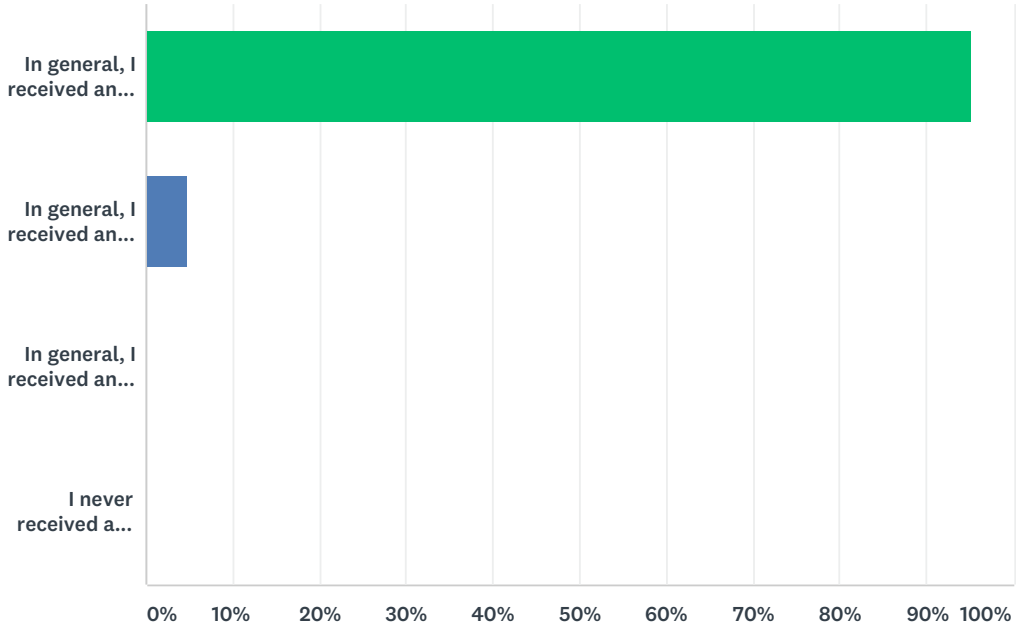


ANSWER CHOICES	RESPONSES	
Yes, I contacted the FSAA Service Center when I had questions related to the FSAA—Datafolio.	32.08%	34
Yes, I contacted the FSAA Service Center when I had questions related to the AVS.	19.81%	21
No, I contacted my Alternate Assessment Coordinator or the Florida Department of Education rather than the FSAA Service Center when I had questions related to the FSAA—Datafolio or the AVS.	25.47%	27
I have never heard of and/or do not know how to contact the FSAA Service Center.	2.83%	3
Question does not apply; I had no questions.	31.13%	33

Total Respondents: 106

Q35 Approximately how long did it take for you to get an initial response from the FSAA Service Center?

Answered: 42 Skipped: 74



ANSWER CHOICES	RESPONSES	
In general, I received an initial callback or e-mail response within one business day.	95.24%	40
In general, I received an initial callback or e-mail response within two to three business days.	4.76%	2
In general, I received an initial callback or e-mail response in more than three business days.	0.00%	0
I never received a callback or e-mail response from the FSAA Service Center.	0.00%	0
T TAL		42

Q36 Please describe what type(s) of support you received from the FSAA Service Center this year. (Please limit your response to 150 words.)

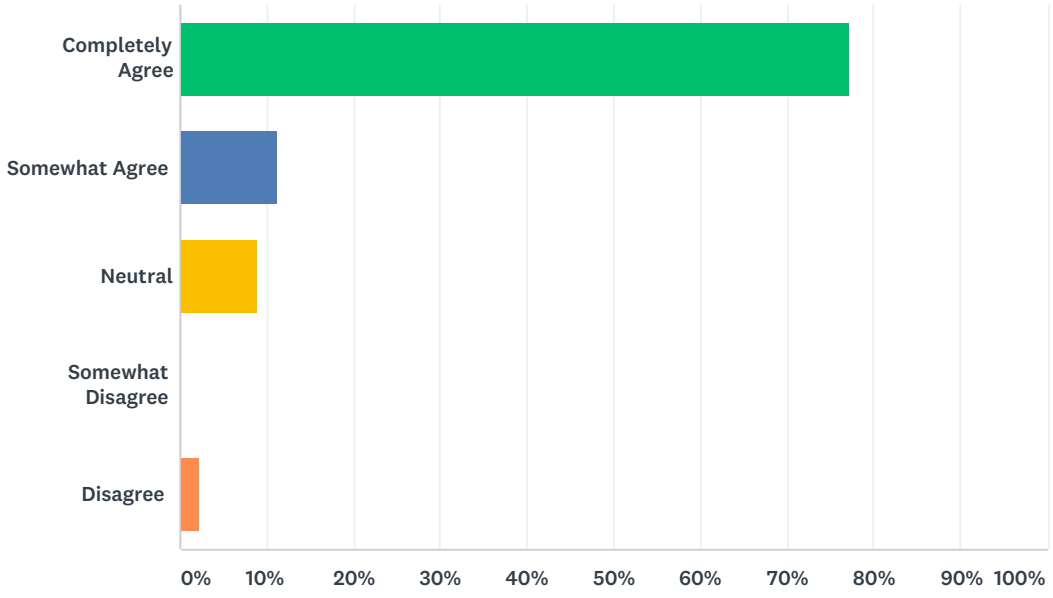
Answered: 36 Skipped: 80

#	RESPONSES	DATE
1	Uploading information properly into the AVS system using thee electronic method.	4/26/2019 11:57 AM
2	Support with uploading, how to fill in the data entry sheets, what to include in my upload. The service center got back to me immediately! They were professional, kind and empathetic. They took the time to make sure I understood before hanging up. They were lifesavers.	4/24/2019 11:29 AM
3	I had a question about dates and timelines	4/24/2019 9:58 AM
4	General Testing	4/23/2019 8:16 AM
5	They answered my question about loa levels and when to move to the next level	4/22/2019 1:33 PM
6	info on loas and uploading	4/21/2019 4:33 PM
7	I spoke to someone with a question in regards to the H/H student I see and that the student was chronically absent due to seizures or illness.	4/18/2019 8:44 PM
8	I called with specific questions regarding student absences and requirements for collection of data.	4/18/2019 1:30 PM
9	I had unintentionally deleted something and need to know how to put it back.	4/18/2019 12:36 PM
10	helpful- quick call back . patient	4/18/2019 9:45 AM
11	I wanted feedback of what i did during collection period 1. I also needed help uploading all the information.	4/18/2019 7:58 AM
12	They checked my evidence forms to ensure they were scorable	4/18/2019 7:47 AM
13	answered questions pertaining to the writing section	4/18/2019 7:01 AM
14	Excellent	4/17/2019 8:36 PM
15	technical support	4/17/2019 5:47 PM
16	They helped me find where to upload data collection 2 info.	4/17/2019 2:37 PM
17	I actually spoke with someone the same day that I called. I asked about how/if I had to mark my student absent and was given an answer.	4/17/2019 11:46 AM
18	I called them about 5 times during the first CP development to get clarification on writing the questions, and about the types of books and categories for the ELA questions.	4/17/2019 9:42 AM
19	How to upload info	4/17/2019 3:53 AM
20	helped with	4/16/2019 11:03 AM
21	I called when I a question about the process and about anything that I wasn't sure about	4/15/2019 10:38 PM
22	questions about L A goal, student moving to another district, and student that was late enrollment	4/12/2019 4:36 PM
23	I was able to speak to someone immediately. I was having trouble with my faxes going through do to "poor line condition." I asked if it was on their end or something on my end. They had not received any other word of problems so felt it was on my end. (it ended up being my classroom printer.)	4/12/2019 2:02 PM
24	Completing the AVS upload	4/12/2019 7:09 AM
25	I needed help making sure that I was using the correct type of informational reading. Also, I had a student who started late and needed help with getting his CP3 correct.	4/11/2019 1:26 PM
26	They answered all my questions about any aspect of Datafolio, until we were sure I understood what I was to do.	4/11/2019 7:51 AM
27	Gave me advice about the activity choice.	4/10/2019 5:46 PM

28	How to upload the data collection in the AVS system.	4/10/2019 11:03 AM
29	Changing the teacher of record AVS Correction form, confirmation that my data uploaded during the first collection period.	4/10/2019 10:57 AM
30	I can't remember clearly now, but I had a question about how many choices I needed to give for a certain standard.	4/9/2019 2:16 PM
31	I have called with questions about my activity choices and L A	4/8/2019 2:33 PM
32	Called with various questions - got immediate assistance	4/8/2019 9:09 AM
33	My co-workers and I tried to find out what went wrong from previous years to make sure we didn't make the same mistakes again. We were disconnected and never found out how to change our method to not make the same mistakes (after Hurricane Michael)	4/8/2019 8:52 AM
34	I called several times asking for activity choice clarification. They were very helpful	4/8/2019 8:48 AM
35	I had problem with my loggin	4/8/2019 7:53 AM
36	Questions about student absence for datafolio	4/8/2019 7:18 AM

Q37 Please rate the following statement: After receiving support from the FSAA Service Center, I felt better prepared to administer the FSAA—Datafolio assessment.

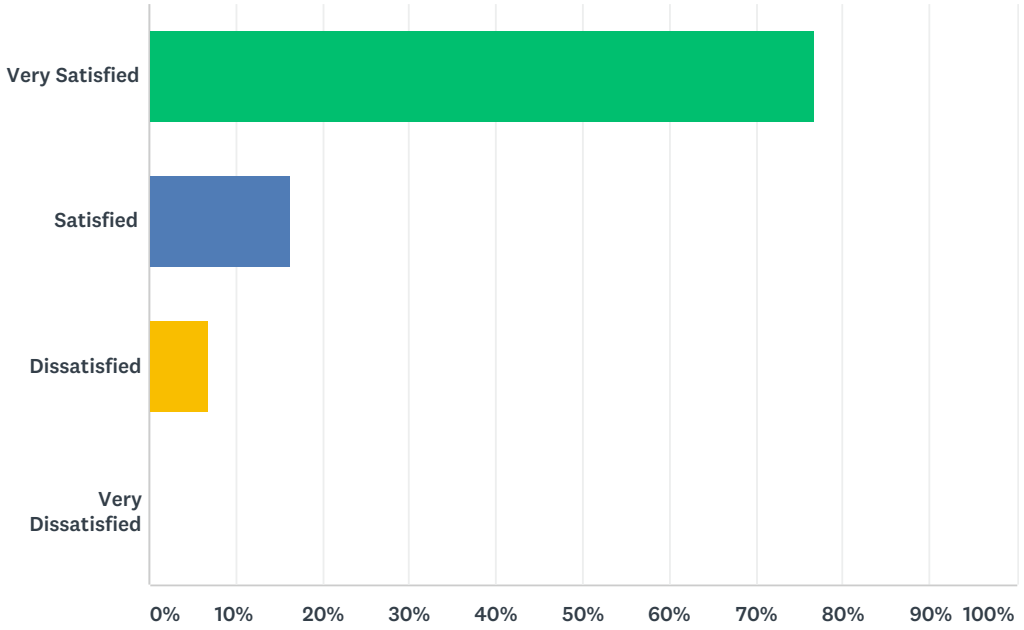
Answered: 44 Skipped: 72



ANSWER CHOICES	RESPONSES	
Completely Agree	77.27%	34
Somewhat Agree	11.36%	5
Neutral	9.09%	4
Somewhat Disagree	0.00%	0
Disagree	2.27%	1
T TAL		44

Q38 How satisfied were you with your experience with the FSAA Service Center?

Answered: 43 Skipped: 73



ANSWER CHOICES	RESPONSES	
Very Satisfied	76.74%	33
Satisfied	16.28%	7
Dissatisfied	6.98%	3
Very Dissatisfied	0.00%	0
T TAL		43

Q39 Information collected from this survey will be used to improve administration resources, training materials, and other areas of the FSAA—Datafolio program. The text box below is for educators to provide feedback on any general, student-specific, or activity choice-specific considerations. (Please limit your response to 150 words.)

Answered: 47 Skipped: 69

#	RESPONSES	DATE
1	Since I did not attend the summer training, I needed more assistance in the actual activities relating to the specific goals. Activities and resources of where to find activities for content areas on the level of student I was testing.	4/27/2019 4:54 PM
2	I do not understand how this is a valid or reliable means of collecting information about these students because every test is different. I feel that this puts to much pressure on the teacher. It takes hours/days to create the test, more hours/days to administer and then more hours/days to upload. We are already stretched way to thin. My parent was annoyed each time I had to administer the test and thought it was a tremendous waste of time.	4/24/2019 11:32 AM
3	I hope they offer the training again so I can attend. I think the expectation that the students taking the datafolio will move from one level to another in such a short time frame. If they are able to make those gains so quickly I would think that they would not be using the datafolio. I also think the test questions should be pre populated for each standard. The amount of time it takes to come up with the different questions and provide the materials is very time consuming along with everything else that is expected. The amount of paperwork that goes with it and having to scan everything and then upload it to the computer is all very time consuming especially during the 3rd collection period which is also when we are completing the FSAA performance task. We are required to continue teaching, testing and uploading all the information to the website. All of this is very overwhelming.	4/24/2019 10:11 AM
4	Very time consuming to do all the paperwork and gather materials, and also put in AVS	4/23/2019 4:33 PM
5	I would like to see the FSAA - Datafolio translate to benefits for my students. I have administered the FSAA - Datafolio for two years, and do not have questions about the procedure. I do, however, question the relevance of the assessment to the lives of my students with the most significant disabilities. The blueprints/benchmarks are too complex, and do not provide information to drive my instruction. My student requires full physical assistance for all activities, and is not at the cognitive nor physical ability to respond to gestures. It is challenging to create tactile activities for students with dual sensory impairments. A few examples of activities are provided in the resource guide, however they do not offer suggestions on ways to enhance instruction. I would prefer an assessment that relates to individual students' IEP goals.	4/23/2019 9:33 AM
6	It would be very helpful if we could just enter the answers (correct/incorrect) into the system like the FSAA instead of having to upload all the documents.	4/23/2019 8:18 AM
7	I continue to find the test to be irrelevant to lower students. Also 3 collection periods is too much. I actually have 6 through 10 grade and each level was different. It takes way too much time and the paperwork is overwhelming. I do not feel it is in any way beneficial to our students.	4/22/2019 1:38 PM
8	The only thing I would recommend is that there be two data collection periods, rather than three. I feel that one at the beginning of the year and one at the end of the year would be sufficient.	4/22/2019 11:29 AM
9	As a teacher in the Hospitalized or Homebound Program, I have many students who are SEVERLY impaired medically, physically, and cognitively. I would like more direction on how to administer the datafolio to students who are the M ST significantly impaired; (i.e. Blind, deaf, severe CP, and significantly cognitively impaired).	4/22/2019 8:56 AM
10	Administering the test is not very time consuming, I work it into my regular schedule and do my best to use material that fits what I am required to cover at the time. However, the planning it takes to do that, and the amount of time required to document the opportunities, then merge, convert, and submit the materials is extensive.	4/19/2019 10:13 AM

11	My experience with Datafolio has changed with each year. I now structure my instruction based on the model provided by Datafolio. As with any teacher, I plan for the assessment component of every activity while I'm planning the steps of instruction. I can tailor the assessment to the students and have trained my staff in the delivery of questions to all students regardless of whether they are on Datafolio or performance assessment. Data collection becomes a part of each student's daily participation profile. The best thing about teaching and assessing using this model is that specific standards are addressed and students have the opportunities to demonstrate measurable growth.	4/18/2019 1:35 PM
12	The Datafolio is used to test students with cognitive delays, frequently these students need instruction in self-help skills and other important daily tasks to increase their independence, why are we asking them questions that are significantly above their cognition! It's crazy! f the three students I tested for my school, each one of them had a significant behavior(s) during the tests. It's too overwhelming! WAY T MUCH!	4/18/2019 12:21 PM
13	.	4/18/2019 11:03 AM
14	More choices to select from especially with very very low students a selection with videos to view how to admister would be helpful as oposed to comming up with our own or using the 3 smal choices from written papre. many of our students are severally compriomised with mobility. some of the topics really not appropriate to them in their daily lives .	4/18/2019 9:47 AM
15	In the civics section I was surprised by the rather overt political bias. There were 3 or 4 questions pertaining to republican democrat and green party differences. But there seemed to be an inclination to make one party seem less caring about environmental destruction as long as the company involved was making a profit. I bring this up only to point out a potential bias in presentation.	4/18/2019 7:11 AM
16	Teachers had to test during planning time or disrupt entire lessons to test one on one due to no offering of a sub so we could test.	4/18/2019 5:52 AM
17	The expectation of students to remember and comprehend the amount of auditory information for many test questions is not realistic for this population.	4/17/2019 5:52 PM
18	I personally think this test is not suitable for our students with low cognitive abilities and very low IQs. If we are going to test these students, then we should be asking them practical questions that actually pertain to their lives. showing them pictures of things they might recognize. For example: a spoon, a fork, a bathroom toilet, a bed, a chair.....such as..."Joey, which one of these pictures shows a bed like the one you sleep in?" Also, "Joey, Which picture looks like Mommy and which picture looks like your stuffy?" Have questions that pertain to their eating habits. Show them a picture of their sippy cup and a stuffy, "Which one is the sippy cup?" I am very disappointed that I have to subject my students to this kind of testing. It is not appropriate for them to endure sitting looking at pictures of graphs and obsolete triangles, etc. I personally think it is a waste of their time and my precious time as a teacher for them and my other students. We could be doing something so much more productive than wasting time on this test.	4/17/2019 4:28 PM
19	Some students are so low functioning that even with hand over hand assistance its hard to get evidences completed. It should have an option of (no responses from student).	4/17/2019 12:16 PM

20	The manual was great, the staff was great, but the ridiculous amount of time it takes to even write the test questions is inordinate. The burden definitely affected all my instruction throughout the school year, and it was disproportionate to what would be reasonable. General Education teachers would never have to do what we did on our own time, and it was unacceptable. I am surprised that CTA allowed it. Very unfair and it also does not qualify as "standardized" testing in my opinion if complete beginners are writing such an important test. I also think that the easiest version choices were still very high above my student's cognitive level...the access points on some of the standards for math and ELA and everything were much higher than a profoundly intellectually disabled person could possibly comprehend. Sometimes I think that the state does not know what Profound Intellectual disability means. It means that the student's IQ is 25 or less, and It does not just mean that they are orthopedically impaired. Seriously...I had to go to my Daughter's 9th grade Geometry notebook to figure out some of the Geometry questions about quadratic equations and absolute value and so forth. I think that that needs revision and omission from a test for intellectually disabled students. Just ask any SLP about if a profoundly mentally handicapped student would understand a lot of the wording in the questions. They would undoubtedly say"not a chance". I have been in this field well over 27 years, teaching the same level of PMH InD, and I know when they do not understand the material and the questions. Too abstract, and it requires way too much higher level cognitive abilities. I think the state needs to understand that Intellectual disability at this level usually cannot comprehend so many of the high concepts associated with the Access Points curriculum. I understand that the gradual reduction of assistance helps the students show progress, but I still think that the easiest question choices are still difficult for my students to comprehend. Thank you for listening to people who have been in the field for more than half their careers and their serious concern for the appropriateness of the material. Thanks for taking our feedback seriously.	4/17/2019 10:07 AM
21	The FSAA Datafolio is very subjective to the test administrator. There is to much room for error, making the test items unscorable. There should be a database of test items that teachers can use instead of making the test items. It is ridiculous the amount of time it took to make test items, test the student, record evidence, input in a work document, convert to a PDF and then upload. During the entire time, I was questioning myself if my test items were correct and going to be scorable. THis is a lot of pressure on a teacher, because parts of teacher evaluations are based on test scores! There has to be a better way to show academic growth for this population of students.	4/17/2019 9:48 AM
22	The training in rlando last summer was outstanding. As I was new to this level of testing and still fairly new to working with students with significant disabilities I left that training finally having a grasp of how to really work with my kiddos. I have mixed class of middle and high school students, two were on data folio this year and I feel three of the four remaining students should be on the data folio.	4/17/2019 8:40 AM
23	The amount of paperwork involved and the time to collect, upload and organize the paperwork was too much.	4/17/2019 8:26 AM
24	not sure	4/16/2019 11:03 AM
25	I feel there should be more trading in my district for Data Folio I would like to see a support person who can come out to assist for support of developing opportunities and support with administration	4/15/2019 10:42 PM
26	As stated previously, face to face training is preferred. Along with specific examples of each of the choice activities and what to do if a student is severely profoundly handicapped and not able to do more than hand over hand.	4/15/2019 7:06 PM
27	More face to face training needs to be available for teachers to participate in, whether by each district or by Measured Progress.	4/15/2019 12:23 PM
28	The best training for the Datafolio was the training with the state. Since they created it, it was easier to learn about and they gave great advice and suggestions for L A's. I would say the hardest part is figuring out activities that don't overlap each other each data collection period, but increase in difficulty for student, so I think a training in task creation would be very beneficial.	4/15/2019 10:55 AM

29	I feel the L A % of 51% is very low to require moving up to the next L A. I would rather keep a student at the same L A and get more consistent responses rather than moving up to next L A. I also think (based on the prompt levels that my county uses) that 'modeling' should be below verbal and gestural L A and that there are many students that modeling is not appropriate for. I think that yes there need to be guidelines to choosing a L A goal, but I also think that we should be able to use professional judgement on that. We also have a tactile prompt that allows us to tap student's hand or arm/start motion such as reaching, etc that is great because it is less assistance than physical hand over hand, but still gives them the physical input that they need to follow through with a motor movement. I still struggle with the amount of time to get all of the running record templates, evidence collection forms and uploads done, but I don't really have any ideas for how that could be decreased. I have done Datafolio every year, including the trial, and overall, I think that Datafolio is a much better tool for this level of student and appreciate the efforts to continue to improve it.	4/12/2019 4:59 PM
30	Problem one: Takes too much time to develop the testing material. FSAA should be able to make material and send out in packets or online to the teachers. I bet I spent as much as 5 hours making my testing material for one standard plus additional 20-30 minutes typing up the Running record template. It really could discourage a teacher for putting their student on Datafolio when Performance Task is so much easier to administer. I do like the administration procedure that we show them the answer and record the L A rather then a level one student getting random answers. Problem Two: Third collection Period was too short when it falls during the time that many schools have a week off for Spring break. I was really rushed plus doing Performance Task testing for my other students in the class. Please add an additional week to collection period 3.	4/12/2019 2:10 PM
31	Give the teachers a test like you do with all other FSA and FSAA tests.	4/12/2019 1:26 PM
32	I had some problem figuring out a good choice or activity for certain benchmarks.	4/12/2019 10:06 AM
33	1. Too hard to type into the forms. Can't we hand write? 2. Did data collection at school, but typed it up at home. Could have submitted it, but I needed a witness. Aren't we professionals? Can't we be trusted? 3. Every activity that I did was above my student's head. Aren't we wasting valuable instruction time.	4/12/2019 7:51 AM
34	The standards that the students who qualified to be assessed via Datafolio are way too advanced for them. I understand that we are assisting the student and the student is being assessed on their growth through the level of assistance required, however, the material I am asking my student to partake in is not anywhere near the level of their everyday classwork. Also, if the test is written off high standards that my students do not understand quite yet, why does the teacher have to create the test, why isn't there a pre-made test for students on Datafolio just like there is for those students who participate in the FSAA PT?	4/11/2019 3:17 PM
35	Pre-determined questions/a question bank should be provided for each subject area and level of performance to ensure teachers are utilizing "proper" or appropriate questions--it gives us discomfort to know that we are solely responsible for creating questions for students with no feedback until the final results come out after testing. The amount of time it takes to administer, document, create documents, merge files, and upload to the system is INSANE. S MUCH instructional time was lost during this process! The outcomes of the datafolio assessment do not give an indication that the students actually know the standards--it just shows their tolerance for levels of assistance (in my experience). Students at these very low levels do not benefit from being prodded with 45 questions 3 times per year. There has to be an alternative/something between medical exemption and Performance Task that does not entail this level of work/this much time & effort/this level of questioning/having to create questions that are basically meaningless to the students.	4/11/2019 2:35 PM
36	My biggest complaint is that data collection period 3 was at the same time as the FSAA. It was a huge struggle to get everything done in time (especially because Lee county wants FSAA and Datafolio stuff all submitted a week early). I also don't feel it's necessary for an in person meeting each year. Especially if there were no issues with the teachers submitted info the past few years.	4/11/2019 1:59 PM
37	ne suggestion is the number of opportunities per activity choice. I believe that 3 opportunities is more adequate than at least 5.	4/11/2019 1:53 PM

38	I always worry that I am going to write down an error while I am filling out my forms. I wish you can select the standard and choice of what you are working on and then the forms print out with that information already on it. L L It's hard keeping all the paperwork together by standard. I would love to have more time during the summer session to help plan our individual grade level information. I know that there was a workshop available during the fall, but I would of loved to stay one more day or have two complete days where we can work together on developing the material. r, if you had a session for teachers who have already administered the test. I do feel that I still like going over the training, so that I know I am doing things correctly, but it could be at a fast pace. Then, we could have more time to plan out material. I know that I can do it, but it would be nice to have fellow teachers working together and see what they come up with. We are so isolated at our district that I don't have anyone to share ideas with.	4/11/2019 1:32 PM
39	I would like the upload system to convert word documents to PDF automatically. I have to combine evidence collection form and evidence on one word document and then convert it PDF in order for the system to accept it. It says that it automatically converts it in the manual but it doesn't.	4/11/2019 12:41 PM
40	Get rid of this or fix it.	4/11/2019 11:27 AM
41	The staff at the FSAA Service Center / Measured Progress are wonderful people to work with. I have given the Datafolio test for several years. They have always been ready to provide help with any problem I may have had, no matter how small or large it seemed. Thank you for your service for teachers and students.	4/11/2019 8:06 AM
42	na	4/10/2019 5:46 PM
43	Again, I think school Districts should be aware that teachers need a file merging program and that they should have training before they go to Datafolio AVS training. If the Datafolio Running Record Templates could be on a PDF that we could type on, it would be easier to read. I found the file names to be way too long and confusing. ther than these clerical issues, doing Datafolio followed regular school practices and was easy to do.	4/10/2019 11:09 AM
44	.	4/8/2019 10:43 AM
45	In my opinion there is not enough time to create the Datafolio from scratch before the 1st marking period. We had only 15 school days to create the assessment while trying to learn about our new students and complete all necessary beginning of the year paperwork and activities and complete Datafolio training. I also feel that the 1st and 3rd data collection periods are too short. 14 and 17 school days to individually assess several students across multiple grade levels is not long enough.	4/8/2019 9:00 AM
46	Please let teachers know if they are making mistakes in certain areas so that we can change our tactics and administer the assessments in the proper manner.	4/8/2019 8:53 AM
47	There should be preselected books and materials for teachers to administer the datafolio. Having to find books and create materials was time consuming when added with all other responsibilities and leaves more room for error. Everything should be provided to allow for easier administration and grading	4/8/2019 7:20 AM

APPENDIX E—SCORING PROCEDURES

Florida Standards Alternate Assessment
DATAFOLIO

2018–2019 Scoring Procedures

Standard Entry Evaluation Process

Initial Scorability Check (p. 2)

Procedural Evaluation (p. 2)

Collection Period 1 Data Entry Verification (pp. 2–3)

Collection Period 1 Content Alignment Evaluation (pp. 3–5)

Collection Period 2 Data Entry Verification (pp. 2–3)

Collection Period 2 Content Alignment Evaluation (pp. 3–5)

Collection Period 3 Data Entry Verification (pp. 3–4)

Collection Period 3 Content Alignment Evaluation (pp. 3–5)

Score Determination (pp. 5–7)

Submit Scoring Data in the AVS

Initial Scorability Check

IS1. Are there at least two evidence files uploaded to the standard entry?

Yes	Circle "Yes" on the scoring worksheet. Note comment code (CC) 5 and circle "Disregarded" next to any collection period (CP) that does not have evidence uploaded. Proceed to the **Procedural Evaluation**.
No	Circle "No" on the scoring worksheet. The standard entry is not scorable. If there is one evidence file uploaded, note comment code (CC) 2 on the scoring worksheet. If there are zero evidence files uploaded, note CC 11 on the scoring worksheet. Proceed to **Procedural Evaluation**.

Procedural Evaluation

P1. Is there an uploaded Ethics in Data Collection and Submission Form for the student you are evaluating?

Yes	Open the file. If the form has been signed by the school administrator or designee, circle "Yes" on the scoring worksheet. If the form has not been signed by the school administrator or designee, circle "No" and note CC 3 on the scoring worksheet. Proceed to **P2**.
No	Circle "No" and note CC 3 on the scoring worksheet. Proceed to **P2**.

P2. Is there an uploaded Digital Recording Consent Form for the student you are evaluating?

Yes	Open the file. If the form has been signed by the parent or guardian, circle "Yes" on the scoring worksheet. If the form has not been signed by the parent or guardian, circle "No" on the scoring worksheet. Proceed to **P3**.
No	Circle "No" on the scoring worksheet. Proceed to **P3**.

P3. Has the Learner Characteristics Inventory (LCI) data been submitted for the student you are evaluating?

Yes	Circle "Yes" on the scoring worksheet. If the standard entry was initially unscorable in IS1, proceed to **Score Determination**. If the standard entry was initially scorable in IS1, proceed to **Data Entry Verification**.
No	Circle "No" and note CC 19 on the scoring worksheet. If the standard entry was initially unscorable in IS1, proceed to **Score Determination**. If the standard entry was initially scorable in IS1, proceed to **Data Entry Verification**.

Data Entry Verification

D1. Open the evidence for the collection period you will be evaluating. Does the student's name in the AVS scoring window match the student's name on the uploaded evidence?

Yes	Circle "Yes" on the scoring worksheet. Proceed to **D2**.
No	Circle "No," note CC 17, and circle "Disregarded" for the collection period being verified on the scoring worksheet. Do not use information from this collection period in D6**.** If "Disregarded" has been circled for two collection periods, proceed to **Score Determination**. If there is evidence for additional collection periods to be verified, proceed to **Data Entry Verification** for the next collection period. If there is no additional evidence to be verified, proceed to **Score Determination**.

D2. Does the standard or Access Point listed on the AVS scoring window match the standard or Access Point listed on the uploaded evidence?

Yes	Circle "Yes" on the scoring worksheet. Proceed to **D3**.
No	Circle "No," note CC 13, and circle "Disregarded" for the collection period being verified on the scoring worksheet. Do not use information from this collection period in D6**.** If "Disregarded" has been circled for two collection periods, proceed to **Score Determination**. If there is evidence for additional collection periods to be verified, proceed to **Data Entry Verification** for the next collection period. If there is no additional evidence to be verified, proceed to **Score Determination**.

D3. Does the activity choice on the AVS scoring window match the activity choice on the uploaded evidence?

Yes	Circle "Yes" on the scoring worksheet. Proceed to **D4**.
No	Circle "No," note the activity choice listed on the evidence, and note CC 14 on the scoring worksheet. Proceed to **D4**.

D4. Does the Level of Assistance (LOA) on the AVS scoring window exactly match the LOA on the uploaded evidence?

Yes	Circle "Yes" on the scoring worksheet. Proceed to **D5**.
No	Circle "No," circle the LOA listed on the evidence, and note CC 14 on the scoring worksheet. Proceed to **D5**.

D5. Does the accuracy on the AVS scoring window match the accuracy on the uploaded evidence? *Note: The accuracy score in the scoring window may be rounded up (e.g., evidence shows 62.5 and scoring window shows 63).*

Yes	Circle "Yes" on the scoring worksheet. If the evidence being evaluated is from the student's second Collection Period of participation in Datafolio (or third Collection Period if the second Collection Period was disregarded), proceed to **D6**. Otherwise, proceed to **Content Alignment Evaluation**.
No	Circle "No" and note CC 14 on the scoring worksheet. If the evidence being evaluated is from the student's second Collection Period of participation in Datafolio (or third Collection Period if the second Collection Period was disregarded), proceed to **D6**. Otherwise, proceed to **Content Alignment Evaluation**.

D6. Does the LOA goal on the AVS scoring window match the LOA provided during the second Collection Period of the student's participation in Datafolio (or third Collection Period if the second Collection Period was disregarded)?

Yes	Circle "Yes" in the "Data Entry Verification" table and circle the letter of the LOA goal in the "Opportunities" table on the scoring worksheet. Proceed to **Content Alignment Evaluation**.
No	Circle "No" and note the LOA listed on the evidence on the scoring worksheet. If no LOA goal is shown in the AVS scoring window, note CC 4 on the scoring worksheet. If the LOA goal is listed but does not match the LOA on the evidence, note CC 16 on the scoring worksheet. Proceed to **Content Alignment Evaluation**.

Content Alignment Evaluation

C1. Are the dates listed in the evidence within the appropriate Collection Period window for at least five opportunities?

Collection Period 1: September 4–28, 2018

Collection Period 2: November 14–December 21, 2018

Collection Period 3: March 11–April 5, 2019

Yes	Circle "Yes" on the scoring worksheet. Proceed to **C2**.
No	Circle "No," note CC 15, and circle "Disregarded" for the collection period being evaluated on the scoring worksheet. If the LOA goal was circled in D6, cross it out or erase it. If "Disregarded" has been circled for two collection periods, proceed to **Score Determination**. If there is evidence for additional collection periods to be verified, proceed to **Data Entry Verification** for the next collection period. If there is no additional evidence to be verified, proceed to **Score Determination**.

C2. Is the evidence a digital recording?

Yes	Circle "Yes" on the scoring worksheet. Proceed to **C3.**
No	Circle "No" on the scoring worksheet. Proceed to **C4**.

C3. Review the scoring worksheet. Did you circle "Yes" for step P2?

Yes	Proceed to **C5.**
No	Note CC 7 and circle "Disregarded" for the collection period being evaluated on the scoring worksheet. If the LOA goal was circled in D6, cross it out or erase it. If "Disregarded" has been circled for two collection periods, proceed to **Score Determination**. If there is evidence for additional collection periods to be verified, proceed to **Data Entry Verification** for the next collection period. If there is no additional evidence to be verified, proceed to **Score Determination**.

C4. Does the evidence contain a photograph of a student?

Yes	Circle "Yes," note CC 6, and circle "Disregarded" for the collection period being evaluated on the scoring worksheet. If the LOA goal was circled in D6, cross it out or erase it. If "Disregarded" has been circled for two collection periods, proceed to **Score Determination**. If there is evidence for additional collection periods to be verified, proceed to **Data Entry Verification** for the next collection period. If there is no additional evidence to be verified, proceed to **Score Determination**.
No	Circle "No" on the scoring worksheet. Proceed to **C5.**

C5. Does the evidence contain at least five opportunities at one LOA?

Yes	Circle "Yes" on the scoring worksheet. If there are more than eight opportunities, only the first eight will be evaluated. Proceed to **C6.**
No	Circle "No," note CC 12, and circle "Disregarded" for the collection period being evaluated on the scoring worksheet. If the LOA goal was circled in D6, cross it out or erase it. If "Disregarded" has been circled for two collection periods, proceed to **Score Determination**. If there is evidence for additional collection periods to be verified, proceed to **Data Entry Verification** for the next collection period. If there is no additional evidence to be verified, proceed to **Score Determination**.

C6. Does the evidence contain at least five complete and unique opportunities that align to an activity choice for the standard in the FSAA—Blueprint & Activity Choices Document? Refer to "Rules for Opportunities" and/or "Helpful Hints for Documenting Opportunities," and consult your table leader as needed.

Yes	Circle "Yes" and note the activity choice number to which the evidence was aligned on the scoring worksheet. If there are more than eight opportunities, only evaluate the first eight. Proceed to **C7.**
No	Circle "No," note CC 5, and circle "Disregarded" for the collection period being evaluated on the scoring worksheet. If the LOA goal was circled in D6, cross it out or erase it. If "Disregarded" has been circled for two collection periods, proceed to **Score Determination**. If there is evidence for additional collection periods to be verified, proceed to **Data Entry Verification** for the next collection period. If there is no additional evidence to be verified, proceed to **Score Determination**.

C7. Does the evidence support the LOA documented (i.e., there are no contradictory notations)?

Yes	Circle "Yes" and note the LOA on the scoring worksheet. Proceed to **C8.**
No	Circle "No," note CC 9, and circle "Disregarded" for the collection period being evaluated on the scoring worksheet. If the LOA goal was circled in **D6**, cross it out or erase it. If "Disregarded" has been circled for two collection periods, proceed to **Score Determination**. If there is evidence for additional collection periods to be verified, proceed to **Data Entry Verification** for the next collection period. If there is no additional evidence to be verified, proceed to **Score Determination**.

C8. Has the accuracy score been calculated correctly within the evidence?

Yes	Circle "Yes" in the "Content Alignment" table. Note the number of opportunities, number right, and percent right in the "Opportunities" table on the scoring worksheet. If there is evidence for additional collection periods to be verified, proceed to **Data Entry Verification** for the next collection period. If there is no additional evidence to be verified, proceed to **Score Determination**.
No	Circle "No" and note CC 8 in the "Content Alignment" table. Note the number of opportunities, number right, and percent right in the "Opportunities" table on the scoring worksheet. If there is evidence for additional collection periods to be verified, proceed to **Data Entry Verification** for the next collection period. If there is no additional evidence to be verified, proceed to **Score Determination**.

Score Determination

S1. Were two collection periods disregarded?

Yes	The standard entry is unscorable. Note 0 for "Progress Score" and note CCs 1 and 2 on the scoring worksheet. Proceed to **S10**.
No	Proceed to **S2.**

S2. Are there at least two collection period entries for the same activity choice for the standard?

Yes	If all entries are aligned to the same activity choice, proceed to **S3**. If two entries are aligned to one activity choice and one entry is aligned to a different activity choice, circle "Disregarded" for the collection period aligned to the different activity choice. Note CC 5 on the scoring worksheet, then cross out the following information in the "Opportunities" table for that collection period: number of opportunities, number right, and percent right. Proceed to **S3.**
No	The standard entry is unscorable. Note 0 for "Progress Score" and note CCs 1 and 2 on the scoring worksheet. Proceed to **S10**.

S3. Review the LOA goal on the scoring worksheet against the chart below. Is it an appropriate LOA goal?

Level of Assistance (LOA) during baseline Collection Period	Accuracy Score	Recommended LOA Goal
Non-Engagement (N)	Less than 51%	Physical (P)
	51% or greater	
Physical (P)	Less than 51%	Physical (P) or Gestural (G)
	51% or greater	Gestural (G)
Gestural (G)	Less than 51%	Gestural (G) or Verbal (V)
	51% or greater	Verbal (V)
Verbal (V)	Less than 51%	Verbal (V) or Model (M)
	51% or greater	Model (M)
Model (M)	Less than 51%	Model (M) or Independent (I)
	51% or greater	Independent (I)
Independent (I)	Less than 51%	Independent (I)
	51% or greater	No appropriate goal.

Yes	Proceed to **S4**.
No	If the student made progress from the initial collection period to the final collection period, note 2 for "Progress Score" on the scoring worksheet. If the student did not make progress, note 1 for "Progress Score" on the scoring worksheet. Proceed to **S10**.

S4. Review the accuracy percentages and LOAs provided for the collection periods that were not disregarded. Did the student demonstrate progress (i.e., increase in accuracy and/or LOA increase) from the beginning to the end of the assessment? Consult the Progress Rubric as needed.

Yes	Proceed to **S5**.
No	Note 1 for "Progress Score" on the scoring worksheet. Proceed to **S10**.

S5. Did the student meet the LOA goal with at least 51% accuracy in the second collection period of participation?

Yes	Proceed to **S7**.
No	Proceed to **S6**.

S6. Did the student meet the LOA goal with at least 51% accuracy in the third collection period?

Yes	Note 3 for "Progress Score" on the scoring worksheet. Proceed to **S10**.
No	Note 2 for "Progress Score" on the scoring worksheet. Proceed to **S10**.

S7. Did the student maintain between 51% and 69% accuracy in the final collection period?

Yes	If no collection period entries were disregarded, note 4 for "Progress Score" on the scoring worksheet. If one collection period entry was disregarded, note 3 for "Progress Score" on the scoring worksheet. Proceed to **S10**.
No	Proceed to **S8**.

S8. Did the student exceed the LOA goal with 70% or greater accuracy in the final collection period?

Yes	If no collection period entries were disregarded, note 5 for "Progress Score" on the scoring worksheet. If one collection period entry was disregarded, note 3 for "Progress Score" on the scoring worksheet. Proceed to **S10**.
No	Proceed to **S9**.

S9. Did the student meet the LOA goal with accuracy in Collection Period #2 and exceed the LOA goal with accuracy in Collection Period #3?

Yes	Note 5 for "Progress Score" on the scoring worksheet. If one collection period entry was disregarded, note 3 for "Progress Score" on the scoring worksheet. Proceed to **S10**.
No	Consult your table leader.

S10. Review the entire scoring worksheet. Is at least one CC noted?

Yes	Proceed to **S11**.
No	Note CC 1: 10, note CC 2: 18, note CC 3: 18, note CC 4: 20 on the scoring worksheet. Transfer the data from the scoring worksheet into the appropriate fields on the scoring window. Any collection period that was disregarded is not aligned. Correct any data entry errors made by the teacher by selecting the proper response for each field that was entered incorrectly. Verify that you have entered everything accurately and click "Save" to submit.

S11. Are there more than four unique CCs noted?

Yes	Consult your table leader and note the CCs that are prioritized on the scoring worksheet. Transfer the data from the scoring worksheet into the appropriate fields on the scoring window. Any collection period that was disregarded is not aligned. Correct any data entry errors made by the teacher by selecting the proper response for each field that was entered incorrectly. Verify that you have entered everything accurately and click "Save" to submit.
No	Proceed to **S12**.

S12. Are there exactly four unique CCs noted?

Yes	Note the four CCs in order from least to greatest on the scoring worksheet. Transfer the data from the scoring worksheet into the appropriate fields on the scoring window. Any collection period that was disregarded is not aligned. Correct any data entry errors made by the teacher by selecting the proper response for each field that was entered incorrectly. Verify that you have entered everything accurately and click "Save" to submit.
No	Note the CCs in order from least to greatest on the scoring worksheet. The remaining CCs will be 18. Transfer the data from the scoring worksheet into the appropriate fields on the scoring window. Any collection period that was disregarded is not aligned. Correct any data entry errors made by the teacher by selecting the proper response for each field that was entered incorrectly. Verify that you have entered everything accurately and click "Save" to submit.

APPENDIX F—REPORT SHELLS

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: LASTNAME, FIRSTNAME
FLEID: FL000000000000
Grade: 09

Spring 2019
District: DA-Demonstration District A
School: DEM1-Demonstration School

Dear Parents and/or Guardians,

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

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

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

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

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

The specific Activity Choices and individual LOA goals your student was working toward for each content is included in this report. It is recommended that you speak with your student's teacher for additional information on their selected Activity Choices and LOA goals.

Achievement Level Policy Definitions

Achievement Level 1	Achievement Level 2	Achievement Level 3
Students at this level **do not demonstrate an adequate level** of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level **demonstrate a limited level** of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level **demonstrate a satisfactory level** of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).

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

Your Student's 2019 Access Biology 1 FSAA—Datafolio Results

ACCESS BIOLOGY 1 — LEVEL 2

Reporting Category	Access Point Standard	Activity Choices	LOA Baseline	LOA Goal	Progress Score
Molecular and Cellular Biology	Match parts of common living things to their functions.	• **Match parts of an animal to their functions.** • Match parts of a plant to their functions.	V	G	2
Classification, Heredity, and Evolution	Sort common living things into plant and animal kingdoms.	• Given two animals and a plant, identify the plant. • **Given two plants and an animal, identify the animal.** • Given a plant and an animal, sort the living things into the appropriate groups.	G	M	1
Organisms, Populations, and Ecosystems	Recognize a way to help the local environment.	• **Identify a way to help reduce pollution in the local environment.** • Identify a way to help reuse or reduce material waste in the local environment. • Identify a way to reduce water use in the local environment.	P	V	2

Your Student's Current **Access Biology 1** Achievement Level is: **Level 2**

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

This assessment is administered when the course is completed.
Therefore, only current year scores and achievement levels are reported.

Progress Score Legend

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

Progress Score to Achievement Level Calculation

Level 1	The progress score for each of the three (3) standards assessed in the content area include a 1 in at least one standard but do not include a 2 or higher on any standard.
Level 2	The progress score for each of the three (3) standards assessed in the content area include at least a 2 in at least one standard.
Level 3	The progress score for each of the three (3) standards assessed in the content area include a 3 or higher in at least two (2) standards.

Additional Information and Resources:
For help understanding the information provided in the FSAA—Datafolio Student Report, Understanding the Florida Standards Alternate Assessment Reports can be accessed through the FSAA website under FSAA Reports, Scores, and Publications at http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml. It includes explanations of the reports; information about the content assessed in English Language Arts (ELA), Mathematics, Science, and Social Studies (Civics and U.S. History) relating to the Florida Standards Access Points (FS—APs) and Next Generation Sunshine State Standards Access Points (NGSSS—APs); and a glossary of the terms used in the reports.

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

FLORIDA DEPARTMENT OF EDUCATION fldoe.org

FLEID: FL000000000000 **NAME:** LASTNAME, FIRSTNAME

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: LASTNAME, FIRSTNAME
FLEID: FL000000000000
Grade: 10

Spring 2019
District: DA-Demonstration District A
School: DEM1-Demonstration School

Dear Parents and/or Guardians,

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

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

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

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

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

The specific Activity Choices and individual LOA goals your student was working toward for each content is included in this report. It is recommended that you speak with your student's teacher for additional information on their selected Activity Choices and LOA goals.

Achievement Level Policy Definitions

Achievement Level 1	Achievement Level 2	Achievement Level 3
Students at this level **do not demonstrate an adequate level** of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level **demonstrate a limited level** of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level **demonstrate a satisfactory level** of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).

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Your Student's 2019 English Language Arts FSAA—Datafolio Results

LEVEL 3

ENGLISH LANGUAGE ARTS

Reporting Category	Access Point Standard	Activity Choices	LOA Baseline	LOA Goal	Progress Score
Key Ideas and Details	Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.	• **Identify a reason that a character from a story makes a decision.** • Identify a character at the beginning of a story and the same character at the end of the story. • Order key events from a story.	V	M	4
Craft and Structure	Verify the prediction of the meaning of a new word or phrase.	• **Use affixes and roots to help predict the meaning of an unknown word.** • Use context to help decide which definition from a list of definitions is the most appropriate choice. • Use context from within a sentence to help determine meaning.	M	I	5
Integration of Knowledge and Ideas	Compare and contrast various accounts of a subject in two or more mediums.	• **Identify information about a topic from two print sources.** • Identify information about a topic from two digital sources. • Compare and/or contrast information on a topic from one print and one digital source.	V	M	4

Your Student's Current **English Language Arts** Achievement Level is: **Level 3**

Reports of Your Student's Historical Achievement in ENGLISH LANGUAGE ARTS

Level of Assistance	ELA 2018 - Grade 8			ELA 2018 - Grade 9			ELA 2019 - Grade 10		
	**Achievement level not available			Level 2			Level 3		
				Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas
Independent								5	
Modeling					5		4		4
Verbal				4		4			
Gestural									
Physical									
Non-Engagement									

** 2017 was a Field Test year. LOA, Progress Scores, and Achievement Levels are not available.

Progress Score Legend

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

Progress Score to Achievement Level Calculation

Level 1	The progress score for each of the three (3) standards assessed in the content area include a 1 in at least one standard but do not include a 2 or higher on any standard.
Level 2	The progress score for each of the three (3) standards assessed in the content area include at least a 2 in at least one standard.
Level 3	The progress score for each of the three (3) standards assessed in the content area include a 3 or higher in at least two (2) standards.

Additional Information and Resources:
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FLORIDA DEPARTMENT OF EDUCATION fldoe.org

FLEID: FL000000000000 **NAME:** LASTNAME, FIRSTNAME

Additional Information and Resources:

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

Florida Standards Alternate Assessment DATAFOLIO

The Florida Standards Alternate Assessment Datafolio Student and Parent Report

Name: LASTNAME, FIRSTNAME
FLEID: FL000000000000
Grade: 05

Spring 2019
District: DA-Demonstration District A
School: DEM1-Demonstration School

Dear Parents and/or Guardians,

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

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

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

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

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

The specific Activity Choices and individual LOA goals your student was working toward for each content is included in this report. It is recommended that you speak with your student's teacher for additional information on their selected Activity Choices and LOA goals.

Achievement Level Policy Definitions

Achievement Level 1	Achievement Level 2	Achievement Level 3
Students at this level **do not demonstrate an adequate level** of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level **demonstrate a limited level** of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level **demonstrate a satisfactory level** of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).

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

Your Student's 2019 Grade 05 FSAA—Datafolio Results

ENGLISH LANGUAGE ARTS — LEVEL 3

Reporting Category	Access Point Standard	Activity Choices	LOA Baseline	LOA Goal	Progress Score
Key Ideas and Details	Summarize a portion of text, such as a paragraph or a chapter.	• **Identify what happens in the beginning of a story.** • Identify what happens at the end of a story. • Sequence what happens first, next, and last.	N	P	3
Craft and Structure	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	• **Identify domain-specific words from content-area texts.** • Define a domain-specific word by using the context of the text.	P	P	2
Integration of Knowledge and Ideas	Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	• **Identify the topic of a text.** • Identify key details of the topic in a text. • Organize key details.	P	G	3

Your Student's Current **English Language Arts** Achievement Level is: **Level 3**

MATHEMATICS — LEVEL 2

Reporting Category	Access Point Standard	Activity Choices	LOA Baseline	LOA Goal	Progress Score
Operations, Algebraic Thinking, and Fractions	Multiply a fraction by a whole or mixed number using visual fraction models.	• **Use arrays to multiply a whole number by a fraction.** • Using grouped fraction manipulatives, match the model to the multiplication expression. • Use repeated addition/skip counting to find the product.	N	P	2
Number and Operations in Base Ten	Write a simple expression for a calculation.	• **Use manipulatives and a frame, jig, or template to express an addition calculation.** • Use manipulatives and a frame, jig, or template to express a subtraction calculation. • Use manipulatives and a frame, jig, or template to express a multiplication calculation.	N	P	2
Measurement, Data, and Geometry	Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.	• **Use models and manipulatives to show properties of plane figures.** • Sort two-dimensional figures based upon their properties. • Place sorted two-dimensional figures onto a Venn diagram.	N	P	3

Your Student's Current **Mathematics** Achievement Level is: **Level 2**

SCIENCE — LEVEL 2

Reporting Category	Access Point Standard	Activity Choices	LOA Baseline	LOA Goal	Progress Score
Nature of Science	Recognize that people use observation and actions to get answers to questions about the natural world.	• **Identify that observations can provide answers to questions about the natural world.** • Identify actions that can provide answers to questions about the natural world.	P	G	0
Physical Science	Identify one source of sound, heat, or light that uses electricity.	• **Identify a source of sound that uses electricity.** • Identify a source of heat that uses electricity. • Identify a source of light that uses electricity.	P	G	3
Life Science	Recognize body parts related to movement and the five senses.	• **Identify a body part related to movement.** • Identify body parts related to the five senses.	N	P	1

Your Student's Current **Science** Achievement Level is: **Level 2**

Progress Score to Achievement Level Calculation

Level 1	The progress score for each of the three (3) standards assessed in the content area include a 1 in at least one standard but do not include a 2 or higher on any standard.
Level 2	The progress score for each of the three (3) standards assessed in the content area include at least a 2 in at least one standard.
Level 3	The progress score for each of the three (3) standards assessed in the content area include a 3 or higher in at least two (2) standards.

FLEID: D000000000000X **NAME:** LASTNAME, FIRSTNAME

Your Student's Longitudinal LOA, Progress Score, and Achievement Level

ENGLISH LANGUAGE ARTS

Level of Assistance	ELA 2017 - Grade 3			ELA 2018 - Grade 4			ELA 2019 - Grade 5		
	**Achievement level not available			Level 2			Level 3		
				Key Ideas and Details	Integration of Knowledge and Ideas	Text-based Writing	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas
Independent									
Modeling									
Verbal									
Gestural						2			3
Physical				3	2		3	2	
Non-Engagement									

** 2017 was a Field Test year. LOA, Progress Scores, and Achievement Levels are not available.

MATHEMATICS

Level of Assistance	MATH 2017 - Grade 3			MATH 2018 - Grade 4			MATH 2019 - Grade 5		
	**Achievement level not available			Level 2			Level 2		
				Operations and Algebraic Thinking	Number and Operations – Fractions	Measurement, Data, and Geometry	Operations, Algebraic Thinking, and Fractions	Number and Operations in Base Ten	Measurement, Data, and Geometry
Independent									
Modeling									
Verbal									
Gestural									
Physical				2	2	3	2	2	3
Non-Engagement									

** 2017 was a Field Test year. LOA, Progress Scores, and Achievement Levels are not available.

SCIENCE

Your Student's Achievement Levels Over Time on the Science Assessment

Science is only assessed in grades 5 and 8. Therefore, only current year scores and achievement levels are reported.

Progress Score Legend

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

FLEID: D000000000000X **NAME:** LASTNAME, FIRSTNAME

Florida Standards Alternate Assessment
DATAFOLIO

Florida Standards Alternate Assessment—Datafolio
Student Roster Report
Spring 2019 Administration

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

ENGLISH LANGUAGE ARTS

Student Name	FLEID	Grade	Reporting Category	Progress Score	Comment Codes	Participation Status	Achievement Level
LASTNAME, FIRSTNAME	FL000000000000	04	Key Ideas and Details	3	10,17	1	3
			Integration of Knowledge and Ideas	0	1,2,9,17		
			Text-based Writing	3	10,19		
LASTNAME, FIRSTNAME	FL000000000000	04	Key Ideas and Details	4	10,20	1	2
			Integration of Knowledge and Ideas	2	10,20		
			Text-based Writing	1	10,20		
LASTNAME, FIRSTNAME	FL000000000000	05	Key Ideas and Details	3	10,20	1	3
			Craft and Structure	4	10,20		
			Integration of Knowledge and Ideas	2	10,20		
LASTNAME, FIRSTNAME	FL000000000000	05	Key Ideas and Details	2	10,12	1	2
			Craft and Structure	3	5,14,15		
			Integration of Knowledge and Ideas	0	1,2,5,13		
LASTNAME, FIRSTNAME	FL000000000000	09	Key Ideas and Details	2	5,10	1	3
			Craft and Structure	5	3,19		
			Integration of Knowledge and Ideas	3	10,20		
LASTNAME, FIRSTNAME	FL000000000000	09	Key Ideas and Details	0	1,2,9,19	1	1
			Craft and Structure	1	5,10		
			Integration of Knowledge and Ideas	1	10,20		

Comment Codes Legend

1 = The standard entry was unscorable.
2 = The collection period entries for two collection periods were missing required elements and/or not aligned to the standard.
3 = Required forms were not uploaded and/or signed.
4 = No level of assistance goal was submitted for the standard entry.
5 = Collection period entry was missing or was missing required elements. Collection period entry was disregarded.
6 = Collection period entry contained a photograph of a student and/or peers. Collection period was disregarded.
7 = Collection period evidence was a digital recording, and there was not a signed Digital Recording Consent Form for the standard entry. Collection period entry was disregarded.
8 = Accuracy score was recalculated.
9 = Level of assistance documentation was not verifiable. Collection period entry was disregarded.
10 = The standard entry was scorable.
11 = No evidence was uploaded to the standard entry.
12 = Multiple levels of assistance were provided to the student. There were not at least five opportunities at one level of assistance. Collection period entry was disregarded. 13 = Evidence was uploaded for the wrong standard.
14 = There was a discrepancy between data in student evidence and data entered in the AVS. This does not impact scoring.
15 = Evidence was collected outside of collection period dates.
16 = There was a discrepancy between the level of assistance goal indicated in student evidence and what was entered in the AVS.
17 = Evidence was uploaded for the wrong student.
19 = LCI information was not entered into the AVS.
20 = There are no issues with the standard entry.

Participation Status Legend

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

APPENDIX G—PROCESSING AND REPORTING BUSINESS REQUIREMENTS

Processing and Reporting Business Requirements

FSAA—Datafolio 743301: Spring 2019 Florida Standards Alternate Assessment—Datafolio			
Version Number	**Date**	**Updated Content Description**	**Updated By**
0.1	11/14/2018	Initial Document	Jeff Matey
0.5	02/28/2019	Analysis review and edit	Keira Nevers
0.8	03/07/2019	Dev Review Ready	Keira Nevers
1.0	03/07/2019	Dev Review	Keira Nevers

Glossary	
FSAA	Florida Standards Alternate Assessment
FDOE	Florida Department of Education
ELA	English Language Arts
LP	Large Print
TTS	Text to Speech
ASR	Assessed Student Review
SRB	Student Scanned Booklet
SDF	Student Demographic File
SAU	School Administration Unit
TAO	Testing Assisté par Ordinateur (in French) / Computer-Based Testing
OAT	Open Assessment Technologies
FLEID	Florida Education Identifier
BIS	Behavior Imaging Solutions
AVS	Assessment View System
LOA	Level of Assistance
FTP	File Transfer Protocol
EU	Essential Understanding

Approval

I acknowledge that I have read this document and been informed of its contents. By entering my name, title, and the 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—Datafolio testing window for the Florida Department of Education in support of providing reporting for FSAA—Datafolio student assessment 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. Assumptions

In order to commit to delivering data and printed reports to the Client, the following assumptions must be assumed.

C. Risks

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

D. Deliverables

1) Printed report deliverables shall be provided to FDOE via printed material shipment and made available using the LENS online portal.

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

2) Data file deliverables shall be provided to FDOE via secure FTP and available online where applicable.

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

E. 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. Datafolio Assessment Dates for 2018–2019

Events	Dates
Assessment View System (AVS) Opens	August 29, 2018
Collection Period 1	September 4–28, 2018
AVS Upload of Collection Period 1 Evidence	September 4–October 10, 2018
Goal Setting	October 1–10, 2018
Collection Period 1 and Goals Locked at 11:59 p.m. (EST)	October 10, 2018
Collection Period #2	November 14–December 21, 2018
AVS Upload of Collection Period 2 Evidence	November 14, 2018–March 11, 2019
Collection Period 3	March 11–April 5, 2019
AVS Upload of Collection Period 3 Evidence	March 11–April 12, 2019
AVS closes at 11:59 p.m. (EST)	April 12, 2019

B. Assessments

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

1) For grades 3–10, a student is expected to participate in all content area tests required at a student's enrolled grade.
2) Students enrolled in grades 6–12 have the option to participate in the 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 1 EOC assessments.
4) To fulfill educational requirements, students enrolled in high school may submit a Grade 9 or 10 ELA assessment.
5) Only eligible assessments 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, 09, 10, 11, 12	07				O*				
11, 12	09	O*							

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
11, 12	10	O*							
09, 10, 11, 12	HS					O	O	O	O

*Grade 9 students should take the ELA 1 assessment, and grade 10 students should take the ELA 2 assessment. However, 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 9 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

C. Student Test Administration

1) Each assessment is composed of three predetermined standards/Access Points per content area or course.
2) Teachers build the assessment by selecting one activity choice from a list of two or three options per standard being assessed.
3) Teachers shall enter a baseline level of assistance (LOA) as the student's goal during the first collection period in which a student is assessed.
4) During the three collection periods, teachers assess students on each of the selected activity choices.
5) Each standard entry contains all student evidence gathered during the three collection periods.
6) The results of each of the three collection period entries are then combined to determine a standard entry progress score.

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 with the information to administer the test assessments.

A. Student Roster and Test Data Preparation

1) Student registration shall be administered and managed in the BIS systems using the AVS.
2) A student's teacher, certified teacher, or other licensed professional shall administer the test content and delivery for student assessments in the BIS systems using the AVS and paper-based tests when applicable.
3) A student's teacher, certified teacher, or other licensed professional shall enter the student response and evidence of the student's assessments in the BIS systems using the AVS.
4) Each assessed student shall have a unique FLEID number.
5) The AVS design allows for teachers, certified teachers or other licensed professionals to provide evidence supporting material to observe progress of students and level of engagement
6) The AVS shall provide Measured Progress with the evidence supporting documents in a file based on a student's assessment module(s) submitted via secure FTP.

7) The file name from the AVS shall contain the student FLEID and follow the agreed-upon naming convention.

IV. Post-Test Assessment Administration

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

A. Datafolio Comparison with Performance Task

Students may have testing results in both Performance Task and Datafolio assessments. In the event that there are students who 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 assessment platforms.
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 OAT 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 the OAT platform.
   a) Item attempt flag shall be used to consider the number of items a student attempted for a particular test, providing a Not Tested Reason is present.
   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.
   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 status, 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 assessment 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
Homeschool	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

Perf Task: Testing Platform Not Tested Reason	Perf Task: Attempted	Datafolio: Attempted	Perf Task Action for each Test	Datafolio Action for All Tests
Student Absent - Unable to Assess	na	Yes	none	Not Tested Reason: Participating in Perf Task
Student Hospitalized - Unable to Assess	na	Yes	none	Not Tested Reason: Participating in Perf Task
Student not in Tested Grade	na	Yes	none	Not Tested Reason: Participating in Perf Task
Student Withdrew	na	Yes	none	Not Tested Reason: Participating in Perf Task
Test Administration Violation	na	Yes	none	Not Tested Reason: Participating in Perf Task

10) If the Datafolio action is that the Not Tested Reason is to be set to Participating in Performance Task, the Datafolio results shall be suppressed.
    a) Reporting Category Codes
    b) Access Point Codes
    c) Progress Scores
    d) Comment Codes 1–4

B. Student Assessment Data

1) Standard Entry Data shall include the FLEID of each student assessed in the file provided to Measured Progress IT Processing from the AVS.
    a) Student Demographics shall be merged with the Student Assessment Data using the Discrepancy Resolution process by FLEID.
    b) If FLEID is not available, any reporting for that student shall not include the FLEID, nor have any longitudinal data to support growth year over year.
2) Activity Choice Essential Understanding (EU) Code is the standard code concatenated with an activity choice identifier.
    a) EU Code identifies the selected activity choice for a standard and is used to determine the reporting category, Access Point standard, and activity choice data.
    b) EU Code field shall be a valid EU Code, or else left blank.
3) Collection Period 1, 2, and 3 Alignment
    a) Each collection period evidence is reviewed for alignment by at least two scorers.
    b) These fields will be blank if the teacher did not select an objective, or else the Yes or No shall be captured.
4) Comment Code 1, 2, 3, and 4
    a) Each entry is required to have at least two valid comment codes.
    b) They will be blank if the teacher did not select an objective.
5) AVS Standard Entry Progress Score
    a) Each standard entry is assigned a score of 0, 1, 2, 3, 4, or 5 when the teacher selected an objective.
    b) The standard entry progress score will be blank if the teacher did not select an objective.
    c) If no evidence was submitted, the standard entry comment codes are set to 01 and 11, so the standard entry in this instance will be identified as not attempted.

Standard Entry Progress Score Assignment

Hierarchy	Reported Standard Entry Progress Score	Progress Score Assignment Rule (Evaluate AVS Final Progress Score and Comment Codes to calculate Reported Standard Entry Progress Score)	Student Submitted (Attempted) the Standard Entry
1	N	AVS Comment codes are 01 and 11 and AVS Final Progress Score = 0	No
2	N	If the test is required based on student's enrolled grade and AVS Final Progress Score = blank	No
3	N	The test is optional, and the student submitted at least one standard entry on the test, but AVS Final Progress Score = blank for this standard entry	No
4	0	AVS Final Progress Score = 0	Yes
5	1	AVS Final Progress Score = 1	Yes
6	2	AVS Final Progress Score = 2	Yes
7	3	AVS Final Progress Score = 3	Yes
8	4	AVS Final Progress Score = 4	Yes
9	5	AVS Final Progress Score = 5	Yes

V. Participation and Exclusions

A. Student Test Participation Status

For each assessment required based on student eligibility, and or each optional assessment submitted in the testing platform, a student participation status shall be assigned to support analysis and reporting of student results. The participation status shall be based on criteria for meeting test attemptedness requirements as well as test data provided in the testing platform.

1) Test attemptedness shall be based on the student test assessment result and the comment code values.
   a) A student who has at least one valid Final Progress Score value (0-5) shall be considered "Meet Test Attemptedness" (M) as long as Comment Code 1 is not equal to 1 and Comment Code 2 is not equal to 11.
   b) If a student has a Final Progress Score of 0 for all standard entries, and Comment Code 1=1 and Comment Code 2=11, the student results shall be suppressed from reporting and considered "Not Tested" (N).
      i) Final Progress Score = 0 for all three standard entries
      ii) Participation Status = 0 where the student is considered "Not Tested Unspecified"
      iii) Test Attemptedness = N where the student did not attempt any standard entries
   c) If a student has a comparison to Performance Task that results in a participation status of "Participating in Performance Task" (M), the student results shall be suppressed from reporting and considered "Not Tested" (N).

Test Attemptedness Rule	Participation Status	Included in Aggregations
M	Tested	Yes
N	Not Tested Unspecified	Yes
M,N	Participating in Performance Task	No

B. School Type Reporting

1) School types shall be denotated in groups for reporting purposes.
2) All student results data shall report based on the testing district code and school code.
3) A data file shall be generated for each school with at least one student enrolled, regardless of school type designation.
4) A data file 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.
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 the 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

VI. Psychometrics Scaling and Scoring

A. Student Achievement Level Assignment

1) Students who receive a "Tested" participation status shall be assigned a test achievement level.
2) The approved cut scores will be used to assign students an achievement level based on the three individual progress scores.
3) A student must receive a final progress score of at least 1 in at least one standard entry in order to receive an achievement level assignment.
   a) 1 = Level 1 Achievement
   b) 2 = Level 2 Achievement
   c) 3 = Level 3 Achievement

B. Student Longitudinal Achievement Level

1) Grades 3–8 ELA, Grade 9 ELA 1, Grade 10 ELA 2, and Grades 3–8 Math assessments are eligible for longitudinal data reporting.
2) EOCs shall not present longitudinal data results.
3) 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 grade level.

4) Student test records shall be matched year over year by FLEID.
5) Each FLEID must be unique to one individual student.

VII. Calculations

Calculations shall be defined for reporting purposes. Aggregate calculations shall be derived to support school, district, and state reporting summaries.

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—Datafolio assessment data are 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" 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

B. Aggregate Data Suppression Rules

1) Do not suppress the number of students assessed and number of students not assessed.
2) Suppress achievement level aggregations by district or school.
   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 Test subject

Report Subject Order	Test Subject Label	Assessment
1	ENGLISH LANGUAGE ARTS	Grades 3–8 ELA
2	MATHEMATICS	Grades 3–8 Math
3	SCIENCE	Grades 5 & 8 Science
1	ACCESS ELA 1	Grade 9 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 6–8 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.		

2) Student Name
   a) Format student name in uppercase.
   b) Print [Last Name], [First Name]
3) Enrolled Grade
   a) Sort order: If a report PDF file contains results for more than one enrolled grade, then order the grade results sequentially by grade number within each content area.
   b) Always print enrolled grade with leading 0’s when grade is less than 10.
4) Enrolled District: [district code]-District Name
5) Enrolled School: [school code]-School Name

B. Student Report-Specific Rules

Student report schema documentation that will lay out the detail design of the report and specifications is available. The data values on the report shall be defined in the schema documentation for clarity and validation of each element of the printed report.

1) Only students with at least one “Tested” participation status will receive a student report.
2) Each student report shall identify the student by name, FLEID, grade, district, and school.
3) Page one of the student report shall have the Parent/Guardian letter
   a) The letter shall include the level of assistance (LOA) guidelines and descriptions.
   b) The three achievement level descriptions (ALDs) shall be located at the bottom of the page.
4) Page two shall present by grade and subject the results of each student’s Datafolio assessment result.
   a) A student receives a Grade 3–8 ELA, Math, and Science report if at least one content area participation status is “Tested.”
   b) For tests where the participation status is “Tested” with no results, the table shall present the activity levels with zero score and print “*” for the achievement level with the footnote applicable to the content area in Report Design.
   c) For tests where the participation status is “Not Tested,” the table shall be blank and print “*” for the achievement level with the footnote applicable to the content area in Report Design.
5) EOCs and ELA 1 & 2 content areas will receive a single page report with a cover letter on the front and course test results report on the back.
6) Each student report shall include the student results for the assessments where participation status is “Tested.”

7) Each student report shall include longitudinal data for two years prior to the current year to compare three years of growth.
8) Longitudinal data shall present the LOA, progress score, and performance level for each of the three years where available.
9) The back of the longitudinal data page shall present the Additional Information and Resources content page for parents and guardians.
10) Datafolio Results
    a) Header

Grade Allowed	Subject	Report Page Header
3–8	ELA, Math, Science	Your Student's Performance on the Grade *X* Datafolio Assessment
9–12	ELA 1	Your Student's Performance on the English Language Arts 1 Datafolio Assessment
9–12	ELA 2	Your Student's Performance on the English Language Arts 2 Datafolio Assessment
9–12	Algebra 1	Your Student's Performance on the Algebra 1 End-of-Course Datafolio Assessment
9–12	Biology 1	Your Student's Performance on the Biology 1 End-of-Course Datafolio Assessment
9–12	Geometry	Your Student's Performance on the Geometry End-of-Course Datafolio Assessment
6–12	Civics	Your Student's Performance on the Civics End-of-Course Datafolio Assessment
9–12	U.S. History	Your Student's Performance on the U.S. History End-of-Course Datafolio Assessment

11) Reporting Category
    a) Print the text based on the text design, regardless if the student tested.
12) Access Point Standard
    a) Print the text based on the text design, regardless if the student tested.
13) Activity Choices
    a) Print the text based on the text design, regardless if the student tested.
    b) The activity choice that was tested shall be bold on the report if the student tested.
14) LOA baseline shall be presented and represent the selected activity choice if applicable.
15) LOA goal shall be presented and represent the selected activity choice if applicable.
16) Progress Score
    a) If participation status is "Not Tested" or "Participating in Performance Task," then print "*"
    b) If standard entry was submitted, then print earned progress score 0, 1, 2, 3, 4, or 5.
    c) If standard entry was not submitted, then print "Not Submitted."
17) Achievement Level Policy Definitions
    a) Achievement level descriptions associated with the student's earned achievement level are static across all grades and contents.
18) Online Release
    a) A PDF for each school and test grade level will be generated when there is at least one tested student enrolled in the school at that grade level.
    b) ELA, Math, and Science (grades 3–8) 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) FlAltDatafolio1819StudentSchool[grade]Admin[#]_ [discode||schcode].pdf

c) Civics (grades 6–12) will be grouped in one PDF for a school.
   i) FlAltDatafolio1819StudentSchoolCIVAdmin[#]_ [discode||schcode].pdf
d) High school (grades 9–12) will be included in one PDF for a school.
   i) FlAltDatafolio1819StudentSchoolHSAdmin[#]_ [discode||schcode].pdf
e) Students will be sorted in the PDF by enrolled grade, last name, first name, FLEID.

19) 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 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 (3–8), ELA 1 (grade 9), ELA 2 (grade 10), and EOCs will be grouped in one package.
   i) Every print package will start with a slip sheet as the first entity (with a blank back page), followed by the student reports.
   ii) Student reports will be sorted by enrolled grade, last name, first name, and FLEID. Blank/missing names are sorted as-is (fully blank names sort to the top).
e) Slip Sheet
   i) Florida Alt Datafolio 18–19
f) Slip Sheet
   i) District Name: State-provided truncated district name
   ii) School Name: State-provided truncated school name
   iii) School Code: District Code – School Code
   iv) Grade/Content: All Grades/Contents
   v) Report Type: Student Report

C. Student Roster-Specific Rules

1) Test results will be included for all student tests except for private school students.
a) Students with a test participation status of "Tested" will be listed on the roster with the same scores printed on the student report.
b) Students with a test participation status other than "Tested" will be listed on the roster with the participation status code.
c) Student score sections will be blank.
   i) If all three entries are 0 and all comment codes are 1 and 11, the result is reported as "Not Tested" and achievement level shall be blank.
   ii) If all three entries are 0 and at least one comment code combination other than 1 and 11 are listed, the student result shall be reported at "Met Attemptedness" and "Tested," and achievement level shall be blank.
   iii) If all three entries are a combination of 0 or NS and comment codes are 1 and 11, the student result shall be reported as "Not Tested," and achievement level shall be blank.
   iv) If all three entries are a combination of 0 or NS and comment codes other than 1 and 11 are listed, the student results shall be reported as "Met Attemptedness" and "Tested," and achievement level shall be blank.

2) Online Release
a) A PDF for each school will be generated when there is at least one student enrolled in the school with a test participation status assigned.
b) All Grades and Subjects will be grouped in one PDF for a school.
   i) FlAltDatafolio1819StudentRosterAdmin[#]_ [discode||schcode].pdf

c) Student data will be listed on the roster by test, enrolled grade, last name, first name, and FLEID. Each assessment will start on its own page.

3) Print Release
   a) Measured Progress will provide print files to the print vendor for printing and shipping school packs to the districts. Districts will distribute to each school when there is at least one student enrolled in the school with a test participation status assigned. A school may receive more than one package depending on the number of tested students.
   b) Every print package will start with a slip sheet as the first entity (with a blank back page), followed by the roster pages. Student data will be listed on the roster by test, enrolled grade, last name, first name, and FLEID. Each test will start on its own page.
   c) Slip Sheet
      (1) Florida Alt Datafolio 18–19
      (2) Slip Sheet
      (3) District Name: State-provided truncated district name
      (4) School Name: State-provided truncated school name
      (5) School Code: District Code – School Code
      (6) Grade/Content: All Grades/Content
      (7) Report Type: Student Roster

D. Data Deliverables Reporting Rules

1) State Student Test Results
   a) Layout: FLAlt1819DatafolioStudentTestResultsLayout.xls
   b) File Name: FLAlt1819DatafolioStudentTestResults.csv
   c) File Type: CSV
   d) First row will be a header row containing variable names. Remaining rows will contain student test results following the layout.
   e) Students will be sorted by district code, school code, enrolled grade, tested grade, tested subject, last name, first name, and FLEID.
   f) Remove commas from variable values.
   g) Included Students/Tests: All student tests are included, regardless of assigned participation status or school type.
2) District Student Test Results
   a) Layout: FLAlt1819DatafolioStudentTestResultsLayout.xls
   b) File Name: FLAlt1819DatafolioStudentTestResults[district code].csv
   c) File Type: CSV
   d) First row will be a header row containing variable names. Remaining rows will contain student test results following the layout.
   e) Students will be sorted by school code, enrolled grade, tested grade, tested subject, last name, first name, and FLEID.
   f) Remove commas from variable values.
   g) Included Students/Tests: All student tests are included for students enrolled in the district, except private school students.
3) District-Assessed Summary
   a) Layout: FLAlt1819DatafolioAssessedSummaryLayout.xls
   b) File Name: FLAlt1819DatafolioAssessedSummary[district code].csv
   c) File Type: CSV
   d) First row will be a header row containing variable names. Remaining rows will contain student test results following the layout.

e) Remove commas from variable values.
f) Schools will be listed for an assessment if at least one student enrolled in the school is assigned a test participation status for the assessment and included in aggregations defined in the test participation status table.
g) Private school students are excluded.
h) District data will be included (only the district receiving the data file).
i) School data will be listed in alphabetical order by school name, test grade, and test subject.
j) Apply achievement level aggregation suppression rules outlined earlier in this document.

E. State-Assessed Summary

1) Layout: FLAlt1819DatafolioAssessedSummaryLayout.xls
   a) File Name: FLAlt1819DatafolioAssessedSummary.csv
   b) File Type: CSV
   c) First row will be a header row containing variable names. Remaining rows will contain student test results following the layout.
   d) Remove commas from variable values.
2) Districts will be listed for an assessment if at least one student enrolled in the district is assigned a test participation status for the assessment and included in aggregations defined in the test participation status table.
3) Schools will be listed for an assessment if at least one student enrolled in the school is assigned a test participation status for the assessment and included in aggregations defined in the test participation status table.
4) District data will be listed in alphabetical order by district name, school name, test grade, and test subject.
5) Achievement level aggregation suppression rules outlined earlier in this document will not be applied.

IX. 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 measures 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 and shall be available for processing and reporting.

B. Approvals and Addendums

Link or attach email approval.

APPENDIX H—ACHIEVEMENT LEVEL DESCRIPTIONS

Florida Standards Alternate Assessment - Datafolio Achievement Level Policy Definitions and Content Grade Specific Achievement Level Descriptions

INTRODUCTION

In Large-scale assessments, achievement levels are achievement standards that give meaning and context for interpreting student performance. For the Florida Standards Alternate Assessment - Datafolio (FSAA-Datafolio) the Florida Department of Education (the Department) developed a set of Achievement Level Policy Definitions that served as the defining descriptions for each achievement level. In addition, content and grade specific Achievement Level Descriptions were developed. The descriptions provide more granular information about student performance and progress toward meeting their goal of increased independence when accessing a specific content area and grade level. The definitions and the descriptions are intended to guide (a) participants during the standard-setting process for the FSAA—Datafolio in July 2017, (b) score interpretation on student reports, and (c) teacher understanding of expectations for the progression of student performance at each achievement level.

ACHIEVEMENT LEVEL POLICY DEFINITIONS

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the Department for each achievement level. These definitions are consistent across the content areas; however, there is an increasing expectation of demonstrated progress towards independently accessing the standards across the three achievement levels. The definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTIONS, CONTENT GRADE SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptions should explicate observable evidence of achievement. The FSAA—Datafolio assesses the educational performance and growth of students through a collection of student work across three specific collection periods throughout the year. This assessment is designed to show student progress on a continuum of access toward academic content. The FSAA—Datafolio Achievement Level Descriptions provide performance expectations through demonstration of progress shown towards the Level of Assistance (LOA) Goal that is expected in a particular achievement level. The LOA Goal is set individually for each student for each standard assessed and represents an increase in student independence towards accessing each standard. Based on an individual student's need the teacher may set the LOA goal at one of the following levels: physical assistance, gestural assistance, verbal assistance, model assistance, or independent. The activities developed by the teacher are within the context of the content assessed and for each activity the teacher documents the assistance provided and the student's accuracy. The information in the content specific descriptions is tailored to include the Florida Standards Access Points for English Language Arts (ELA) and mathematics and Next Generation Sunshine State Standards Participatory Level Access Points and progress specific detail within each achievement level. As this Datafolio is based on student progress toward a LOA Goal the content specific information in each achievement level is consistent.

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

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

Florida Standards Alternate Assessment - Datafolio Achievement Level Policy Definitions and Content Grade Specific Achievement Level Descriptions

INTRODUCTION

In Large-scale assessments, achievement levels are achievement standards that give meaning and context for interpreting student performance. For the Florida Standards Alternate Assessment - Datafolio (FSAA-Datafolio) the Florida Department of Education (the Department) developed a set of Achievement Level Policy Definitions that served as the defining descriptions for each achievement level. In addition, content and grade specific Achievement Level Descriptions were developed. The descriptions provide more granular information about student performance and progress toward meeting their goal of increased independence when accessing a specific content area and grade level. The definitions and the descriptions are intended to guide (a) participants during the standard-setting process for the FSAA—Datafolio in July 2017, (b) score interpretation on student reports, and (c) teacher understanding of expectations for the progression of student performance at each achievement level.

ACHIEVEMENT LEVEL POLICY DEFINITIONS

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the Department for each achievement level. These definitions are consistent across the content areas; however, there is an increasing expectation of demonstrated progress towards independently accessing the standards across the three achievement levels. The definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTIONS, CONTENT GRADE SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptions should explicate observable evidence of achievement. The FSAA—Datafolio assesses the educational performance and growth of students through a collection of student work across three specific collection periods throughout the year. This assessment is designed to show student progress on a continuum of access toward academic content. The FSAA—Datafolio Achievement Level Descriptions provide performance expectations through demonstration of progress shown towards the Level of Assistance (LOA) Goal that is expected in a particular achievement level. The LOA Goal is set individually for each student for each standard assessed and represents an increase in student independence towards accessing each standard. Based on an individual student's need the teacher may set the LOA goal at one of the following levels: physical assistance, gestural assistance, verbal assistance, model assistance, or independent. The activities developed by the teacher are within the context of the content assessed and for each activity the teacher documents the assistance provided and the student's accuracy. The information in the content specific descriptions is tailored to include the Florida Standards Access Points for English Language Arts (ELA) and mathematics and Next Generation Sunshine State Standards Participatory Level Access Points and progress specific detail within each achievement level. As this Datafolio is based on student progress toward a LOA Goal the content specific information in each achievement level is consistent.

FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL POLICY DEFINITIONS		
Level 1	**Level 2**	**Level 3**
Students at this level do not demonstrate an adequate level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs).
FLORIDA STANDARDS ALTERNATE ASSESSMENT (FSAA) ACHIEVEMENT LEVEL DESCRIPTIONS - MATHEMATICS		
Level 1	**Level 2**	**Level 3**
Students in this category did not show progress toward their Level of Assistance (LOA) Goals or there was not enough evidence to show progress toward their LOA Goals. This category represents insufficient progress shown on the continuum of access toward academic achievement. Students are working within the academic content to: <u>Grade 3, FS-APs:</u> • Solve and check one-step word problems using the four operations within 100 • Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths • Identify different examples of quadrilaterals <u>Grade 4, FS-APs:</u> • Generate a pattern when given a rule • Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼ • Identify and sort objects based on parallelism, perpendicularity, and angle type <u>Grade 5, FS-APs:</u> • Multiply a fraction by a whole or mixed number using visual fraction models	Students in this category have made some progress toward their Level of Assistance (LOA) Goals. This category represents limited progress shown on a continuum of access toward academic achievement. Students are working within the academic content to: <u>Grade 3, FS-APs:</u> • Solve and check one-step word problems using the four operations within 100 • Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths • Identify different examples of quadrilaterals <u>Grade 4, FS-APs:</u> • Generate a pattern when given a rule • Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼ • Identify and sort objects based on parallelism, perpendicularity, and angle type <u>Grade 5, FS-APs:</u> • Multiply a fraction by a whole or mixed number using visual fraction models • Write a simple expression for a calculation	Students in this category have generally met or exceeded their Level of Assistance (LOA) Goals. This category represents satisfactory progress shown on a continuum of access toward academic achievement. Students are working within the academic content to: <u>Grade 3, FS-APs:</u> • Solve and check one-step word problems using the four operations within 100 • Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths • Identify different examples of quadrilaterals <u>Grade 4, FS-APs:</u> • Generate a pattern when given a rule • Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼ • Identify and sort objects based on parallelism, perpendicularity, and angle type <u>Grade 5, FS-APs:</u> • Multiply a fraction by a whole or mixed number using visual fraction models • Write a simple expression for a calculation • Use polygon-shaped manipulatives to classify and

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

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

Florida Standards Alternate Assessment - Datafolio Achievement Level Policy Definitions and Content Grade Specific Achievement Level Descriptions

INTRODUCTION

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

related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic Grade 5, FS-APs: • Summarize a portion of text, such as a paragraph or a chapter • Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area • Summarize the text or a portion of the text read, read aloud, or presented in diverse media Grade 6, FS-APs: • Identify key individuals, events, or ideas in a text • Find the precise meaning of a word • Compare texts from different genres that have a similar theme or address the same topic Grade 7, FS-APs: • Refer to details and examples in a text when explaining what the text says explicitly • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the overall meaning of grade-appropriate words or phrases • Spell words correctly in writing Grade 8, FS-APs: • Provide/create an objective summary of a text • Use the relationship between particular words	definitions, concrete details, quotations, or other information and examples related to the topic Grade 5, FS-APs: • Summarize a portion of text, such as a paragraph or a chapter • Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area • Summarize the text or a portion of the text read, read aloud, or presented in diverse media Grade 6, FS-APs: • Identify key individuals, events, or ideas in a text • Find the precise meaning of a word • Compare texts from different genres that have a similar theme or address the same topic Grade 7, FS-APs: • Refer to details and examples in a text when explaining what the text says explicitly • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the overall meaning of grade-appropriate words or phrases • Spell words correctly in writing Grade 8, FS-APs: • Provide/create an objective summary of a text • Use the relationship between particular words to better understand each of the words	Grade 5, FS-APs: • Summarize a portion of text, such as a paragraph or a chapter • Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area • Summarize the text or a portion of the text read, read aloud, or presented in diverse media Grade 6, FS-APs: • Identify key individuals, events, or ideas in a text • Find the precise meaning of a word • Compare texts from different genres that have a similar theme or address the same topic Grade 7, FS-APs: • Refer to details and examples in a text when explaining what the text says explicitly • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the overall meaning of grade-appropriate words or phrases • Spell words correctly in writing Grade 8, FS-APs: • Provide/create an objective summary of a text • Use the relationship between particular words to better understand each of the words • Create an organizational structure in which ideas are logically grouped to support the writer's claim Grade 9, FS-APs: • Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text

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

Florida Standards Alternate Assessment - Datafolio Achievement Level Policy Definitions and Content Grade Specific Achievement Level Descriptions

INTRODUCTION

In Large-scale assessments, achievement levels are achievement standards that give meaning and context for interpreting student performance. For the Florida Standards Alternate Assessment - Datafolio (FSAA-Datafolio) the Florida Department of Education (the Department) developed a set of Achievement Level Policy Definitions that served as the defining descriptions for each achievement level. In addition, content and grade specific Achievement Level Descriptions were developed. The descriptions provide more granular information about student performance and progress toward meeting their goal of increased independence when accessing a specific content area and grade level. The definitions and the descriptions are intended to guide (a) participants during the standard-setting process for the FSAA—Datafolio in July 2017, (b) score interpretation on student reports, and (c) teacher understanding of expectations for the progression of student performance at each achievement level.

ACHIEVEMENT LEVEL POLICY DEFINITIONS

The Achievement Level Policy Definitions provide the overarching description of achievement as envisioned by the Department for each achievement level. These definitions are consistent across the content areas; however, there is an increasing expectation of demonstrated progress towards independently accessing the standards across the three achievement levels. The definitions developed by the Department provide a policy-based claim. This claim clearly explicates the Department's intended take-away message regarding a student's achievement within each performance level.

ACHIEVEMENT LEVEL DESCRIPTIONS, CONTENT GRADE SPECIFIC

For each achievement level on an assessment, Achievement Level Descriptions should explicate observable evidence of achievement. The FSAA—Datafolio assesses the educational performance and growth of students through a collection of student work across three specific collection periods throughout the year. This assessment is designed to show student progress on a continuum of access toward academic content. The FSAA—Datafolio Achievement Level Descriptions provide performance expectations through demonstration of progress shown towards the Level of Assistance (LOA) Goal that is expected in a particular achievement level. The LOA Goal is set individually for each student for each standard assessed and represents an increase in student independence towards accessing each standard. Based on an individual student's need the teacher may set the LOA goal at one of the following levels: physical assistance, gestural assistance, verbal assistance, model assistance, or independent. The activities developed by the teacher are within the context of the content assessed and for each activity the teacher documents the assistance provided and the student's accuracy. The information in the content specific descriptions is tailored to include the Florida Standards Access Points for English Language Arts (ELA) and mathematics and Next Generation Sunshine State Standards Participatory Level Access Points and progress specific detail within each achievement level. As this Datafolio is based on student progress toward a LOA Goal the content specific information in each achievement level is consistent.

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

APPENDIX I—SCORE COMBINATION DISTRIBUTIONS

Table I-1. 2018–19 FSAA—Datafolio: Score Combination Distributions by Content Area

Content Area	*Total N*	*Entry Score*			*Count*	*Percent*
		1	*2*	*3*		
ELA	686	0	0	0	170	24.78
		1	0	0	31	4.52
		1	1	0	20	2.92
		1	1	1	40	5.83
		2	0	0	15	2.19
		2	1	0	10	1.46
		2	1	1	12	1.75
		2	2	0	17	2.48
		2	2	1	20	2.92
		2	2	2	25	3.64
		3	0	0	20	2.92
		3	1	0	2	0.29
		3	1	1	7	1.02
		3	2	0	12	1.75
		3	2	1	13	1.90
		3	2	2	29	4.23
		3	3	0	9	1.31
		3	3	1	9	1.31
		3	3	2	35	5.10
		3	3	3	17	2.48
		4	0	0	2	0.29
		4	1	0	2	0.29
		4	1	1	1	0.15
		4	2	0	4	0.58
		4	2	1	1	0.15
		4	2	2	4	0.58
		4	3	0	3	0.44
		4	3	1	4	0.58
		4	3	2	7	1.02
		4	3	3	7	1.02
		4	4	0		
		4	4	1	2	0.29
		4	4	2	3	0.44
		4	4	3	2	0.29
		4	4	4	2	0.29
		5	0	0	8	1.17
		5	1	0		
		5	1	1	2	0.29
		5	2	0	2	0.29
		5	2	1	1	0.15
		5	2	2	8	1.17
		5	3	0	2	0.29
		5	3	1	1	0.15
		5	3	2	5	0.73
		5	3	3	12	1.75
		5	4	0	5	0.73
		5	4	1	2	0.29
		5	4	2	3	0.44

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
ELA	686	5	4	3	9	1.31
		5	4	4	3	0.44
		5	5	0	8	1.17
		5	5	1	2	0.29
		5	5	2	7	1.02
		5	5	3	19	2.77
		5	5	4	7	1.02
		5	5	5	23	3.35
Mathematics	542	0	0	0	117	21.59
		1	0	0	42	7.75
		1	1	0	24	4.43
		1	1	1	15	2.77
		2	0	0	27	4.98
		2	1	0	19	3.51
		2	1	1	19	3.51
		2	2	0	12	2.21
		2	2	1	17	3.14
		2	2	2	19	3.51
		3	0	0	20	3.69
		3	1	0	8	1.48
		3	1	1	1	0.18
		3	2	0	11	2.03
		3	2	1	9	1.66
		3	2	2	17	3.14
		3	3	0	19	3.51
		3	3	1	4	0.74
		3	3	2	12	2.21
		3	3	3	19	3.51
		4	0	0	4	0.74
		4	1	0	1	0.18
		4	1	1	1	0.18
		4	2	0	1	0.18
		4	2	1		
		4	2	2	1	0.18
		4	3	0	6	1.11
		4	3	1	2	0.37
		4	3	2	4	0.74
		4	3	3	5	0.92
		4	4	0	3	0.55
		4	4	1		
		4	4	2	1	0.18
		4	4	3		
		4	4	4	1	0.18
		5	0	0	11	2.03
		5	1	0	3	0.55
		5	1	1	3	0.55
		5	2	0	3	0.55
		5	2	1	1	0.18
		5	2	2	2	0.37

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
Mathematics	542	5	3	0	9	1.66
		5	3	1	1	0.18
		5	3	2	3	0.55
		5	3	3	5	0.92
		5	4	1		
		5	4	2	1	0.18
		5	4	3	5	0.92
		5	4	4	1	0.18
		5	5	0	3	0.55
		5	5	1	4	0.74
		5	5	2	6	1.11
		5	5	3	4	0.74
		5	5	4	2	0.37
		5	5	5	14	2.58
Science	177	0	0	0	34	19.21
		1	0	0	7	3.95
		1	1	0	7	3.95
		1	1	1	17	9.60
		2	0	0	3	1.69
		2	1	0	1	0.56
		2	1	1	6	3.39
		2	2	0	1	0.56
		2	2	1	8	4.52
		2	2	2	7	3.95
		3	0	0	5	2.82
		3	1	0	1	0.56
		3	1	1	8	4.52
		3	2	0	2	1.13
		3	2	1	4	2.26
		3	2	2	13	7.34
		3	3	0	2	1.13
		3	3	1	2	1.13
		3	3	2	8	4.52
		3	3	3	6	3.39
		4	0	0	1	0.56
		4	1	1	1	0.56
		4	3	0		
		4	3	1	1	0.56
		4	3	2	1	0.56
		4	3	3		
		4	4	3		
		4	4	4		
		5	0	0	2	1.13
		5	1	0		
		5	2	0		
		5	2	1	1	0.56
		5	2	2	3	1.69
		5	3	0	4	2.26
		5	3	2	2	1.13
		5	3	3	5	2.82

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
Science	177	5	4	0		
		5	4	1		
		5	4	2		
		5	4	3	2	1.13
		5	4	4	1	0.56
		5	5	0		
		5	5	1	1	0.56
		5	5	2	2	1.13
		5	5	3	3	1.69
		5	5	4		
		5	5	5	5	2.82
Algebra 1	83	0	0	0	22	26.51
		1	0	0	5	6.02
		1	1	0	2	2.41
		1	1	1	1	1.20
		2	0	0	2	2.41
		2	1	0	2	2.41
		2	1	1		
		2	2	0	1	1.20
		2	2	1	2	2.41
		2	2	2	2	2.41
		3	0	0	3	3.61
		3	1	0	3	3.61
		3	1	1	1	1.20
		3	2	0	3	3.61
		3	2	1	1	1.20
		3	2	2	3	3.61
		3	3	0	1	1.20
		3	3	1	1	1.20
		3	3	2	1	1.20
		3	3	3	3	3.61
		4	0	0	1	1.20
		4	2	0	1	1.20
		4	2	1	1	1.20
		4	2	2	1	1.20
		4	3	2	1	1.20
		4	3	3	1	1.20
		4	4	0		
		4	4	1	1	1.20
		4	4	2	1	1.20
		4	4	3	1	1.20
		5	0	0		
		5	1	0		
		5	2	2	1	1.20
		5	3	0	3	3.61
		5	3	2		
		5	3	3	1	1.20
		5	4	0	1	1.20
		5	4	2	1	1.20

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
Algebra 1	83	5	4	3	2	2.41
		5	5	0	1	1.20
		5	5	3	2	2.41
		5	5	4		
		5	5	5	3	3.61
Biology 1	67	0	0	0	14	20.90
		1	0	0	5	7.46
		1	1	0	5	7.46
		1	1	1	2	2.99
		2	0	0	2	2.99
		2	1	0		
		2	1	1	2	2.99
		2	2	0		
		2	2	1	1	1.49
		2	2	2	1	1.49
		3	0	0	1	1.49
		3	1	0		
		3	1	1	1	1.49
		3	2	0	1	1.49
		3	2	2	3	4.48
		3	3	0	4	5.97
		3	3	1	1	1.49
		3	3	2	1	1.49
		3	3	3	2	2.99
		4	0	0		
		4	1	0	2	2.99
		4	2	0		
		4	2	2	2	2.99
		4	3	0	1	1.49
		4	3	2	1	1.49
		4	4	2		
		4	4	3	1	1.49
		5	0	0		
		5	1	0		
		5	2	0		
		5	2	1		
		5	2	2	2	2.99
		5	3	0		
		5	3	2		
		5	3	3	2	2.99
		5	4	0	1	1.49
		5	4	3	1	1.49
		5	4	4		
		5	5	0	2	2.99
		5	5	1		
		5	5	2		
		5	5	3	5	7.46
		5	5	4		
		5	5	5	1	1.49

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
Geometry	50	0	0	0	18	36.00
		1	0	0	2	4.00
		1	1	0	1	2.00
		1	1	1		
		2	0	0	1	2.00
		2	1	1	1	2.00
		2	2	0		
		2	2	1		
		2	2	2	1	2.00
		3	0	0	3	6.00
		3	1	0	3	6.00
		3	2	0	2	4.00
		3	2	1	1	2.00
		3	2	2	1	2.00
		3	3	0		
		3	3	1	1	2.00
		3	3	2	1	2.00
		3	3	3	2	4.00
		4	2	0	1	2.00
		4	3	2	1	2.00
		4	3	3		
		4	4	2	1	2.00
		4	4	4	1	2.00
		5	0	0	3	6.00
		5	3	0		
		5	3	2		
		5	3	3	2	4.00
		5	4	0		
		5	4	1		
		5	4	3		
		5	4	4		
		5	5	1	1	2.00
		5	5	3	1	2.00
		5	5	5	1	2.00
Civics	73	0	0	0	14	19.18
		1	0	0	5	6.85
		1	1	0	3	4.11
		1	1	1	6	8.22
		2	0	0	3	4.11
		2	1	0	3	4.11
		2	1	1	2	2.74
		2	2	0	3	4.11
		2	2	1	2	2.74
		2	2	2	2	2.74
		3	0	0	1	1.37
		3	1	0		
		3	1	1	2	2.74
		3	2	0	1	1.37
		3	2	1	2	2.74
		3	2	2	4	5.48

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
Civics	73	3	3	0		
		3	3	1	1	1.37
		3	3	2	3	4.11
		3	3	3	3	4.11
		4	0	0		
		4	2	0		
		4	2	2	1	1.37
		4	3	1	1	1.37
		4	4	2	1	1.37
		4	4	3	1	1.37
		4	4	4		
		5	0	0		
		5	2	0	1	1.37
		5	2	1		
		5	3	0		
		5	3	1		
		5	3	2	1	1.37
		5	3	3	1	1.37
		5	4	0	1	1.37
		5	4	2		
		5	4	4		
		5	5	0		
		5	5	2	1	1.37
		5	5	3		
		5	5	4		
		5	5	5	4	5.48
U.S. History	74	0	0	0	15	20.27
		1	0	0	1	1.35
		1	1	0		
		1	1	1	1	1.35
		2	0	0	1	1.35
		2	1	0	1	1.35
		2	1	1	8	10.81
		2	2	0	3	4.05
		2	2	1	1	1.35
		2	2	2	5	6.76
		3	0	0	2	2.70
		3	1	0	1	1.35
		3	2	0	3	4.05
		3	2	1	2	2.70
		3	2	2	5	6.76
		3	3	0	4	5.41
		3	3	1	1	1.35
		3	3	2	2	2.70
		3	3	3		
		4	2	2		
		4	3	0		
		4	3	2	2	2.70
		4	3	3	1	1.35

continued

Content Area	Total N	Entry Score			Count	Percent
		1	2	3		
U.S. History	74	4	4	4	1	1.35
		5	0	0		
		5	1	0		
		5	2	1	1	1.35
		5	2	2		
		5	3	0	2	2.70
		5	3	1	1	1.35
		5	3	3	2	2.70
		5	4	3	1	1.35
		5	5	0	1	1.35
		5	5	1		
		5	5	2		
		5	5	3	3	4.05
		5	5	4	1	1.35
		5	5	5	2	2.70

APPENDIX J—SUMMARY INTER-RATER CONSISTENCY STATISTICS

Table J-1. 2018–19 FSAA—Datafolio: Summary Inter-Rater Consistency Statistics—by Number of Entries

Subject	*Number of Entries*	*Number of*		*Percent Exact*	*Percent Adjacent*	*Percent Third Score*	*Correlation*
		Score Categories	*Included Scores*				
ELA	1	6	523	63.29	19.31	63.86	0.66
	2	6	520	67.69	16.73	67.31	0.65
	3	6	520	65.77	17.69	65.38	0.66
Mathematics	1	6	427	59.48	19.91	68.15	0.61
	2	6	426	57.04	19.72	69.72	0.51
	3	6	426	65.26	16.67	70.89	0.62
Science	1	6	144	65.28	15.28	69.44	0.59
	2	6	143	62.24	18.88	67.13	0.56
	3	6	143	65.73	15.38	67.83	0.62
Algebra 1	1	6	61	50.82	16.39	77.05	0.49
	2	6	61	62.30	8.20	65.57	0.58
	3	6	61	60.66	18.03	63.93	0.50
Biology 1	1	6	54	61.11	22.22	74.07	0.71
	2	6	54	46.30	24.07	77.78	0.47
	3	6	54	53.70	27.78	72.22	0.70
Geometry	1	6	33	39.39	30.30	81.82	0.36
	2	6	33	54.55	18.18	66.67	0.37
	3	6	33	51.52	21.21	72.73	0.57
Civics	1	6	60	71.67	13.33	66.67	0.74
	2	6	59	74.58	23.73	61.02	0.83
	3	6	59	67.80	20.34	67.80	0.65
U.S. History	1	6	59	69.49	10.17	62.71	0.40
	2	6	59	52.54	23.73	67.80	0.29
	3	6	59	69.49	11.86	57.63	0.62