Florida Standards Alternate Assessment (FSAA)

Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams

March 2016

A resource guide to assist the IEP team in determining how students with disabilities will receive instruction and participate in Florida's Statewide Assessment System.

Table of Contents

Purpose of the *Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams*

The purpose of this document is to provide IEP teams guidance on discussions for determining to which standards students with disabilities will receive instruction and how they will participate in the statewide assessment system. All IEP team decisions should be based on the holistic view of the student as to which standards and method of assessment are most meaningful and appropriate for each individual student.

Purpose 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 No Child Left Behind Act of 2001 (NCLB) also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for specific groups of students (e.g., students with disabilities, students for whom English is a second language) on a disaggregated basis. These federal laws reflect an ongoing concern about equity. All students should be academically challenged and taught to high standards. The involvement of all students in the educational accountability system provides a means of measuring progress toward that goal.

It is expected that students with a disability who do <u>not</u> meet the criteria of having a Significant Cognitive Disability (SCD) (refer to *STEP 1—Checklist for Course and Assessment Participation* on page 6) will be instructed on general education standards, enrolled in general education courses, and assessed with the Florida Standards Assessment (FSA). IEP teams further determine how students will participate in the FSA, with or without accommodations.

To provide an option for participation of all students in the state's accountability system, including those for whom participation in the general statewide assessment is not appropriate, even with accommodations, Florida developed the Florida Standards Alternate Assessment (FSAA). The FSAA is fully aligned to Florida alternate achievement level standards, otherwise known as Access Points. It is expected that only students with an SCD who are eligible under IDEA will participate in the FSAA via one of the two methods outlined below.

1. **<u>FSAA—Performance Task Overview</u>:** The FSAA—Performance Task is designed to provide tiered participation within the assessment for students working on Access Points at various levels of complexity. Each item set is built with three levels of cognitive demand—a low-level task (Task 1), a medium-level task (Task 2), and a high-level task (Task 3). This tiered progression provides students the opportunity to work to their fullest potential and allows for a greater range of access and challenge (refer to *Appendix A, Performance Task Sample Item Set*, on page 10).

   a. **<u>Paper-Based vs Computer-Based Administration</u>**

   If the IEP team determines the **FSAA—Performance Task** to be the most appropriate method for assessment, there are *two modes in which the assessment may be administered*. Both modes are administered individually by the student's teacher.

   i. The student may be administered the FSAA utilizing **paper-based** components.
   ii. The student may be administered the FSAA by interacting with assessment tasks in an **online environment** via a computer or Web-based device.

If the paper-based assessment mode is selected, the IEP team should determine whether the following other accommodated test materials are appropriate for the student:

- Braille/tactile materials (contracted or uncontracted)
- Tactile-only materials for non-Braille readers
- One-sided Response Booklets

> **NOTE:** The above **FSAA—Performance Task** administration modes (computer-based or paper-based) and accommodated test materials are to be determined by the IEP team for each individual student. The administration mode must align with what the student utilizes during daily instruction (e.g., if the student uses a computer to access instructional activities daily, then it would be appropriate for the IEP team to consider the computer-based mode of the assessment).

2. **FSAA—Datafolio Overview:** The FSAA—Datafolio is designed to support **students with the greatest SCD who typically do not have a formal mode of communication and are working at pre-academic levels**. The Datafolio is designed 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 (refer to *Appendix B, Datafolio Activity Choice Sample*, on page 15).

   For students being assessed via Datafolio, teachers submit student work samples across three collection periods throughout the school year. The Activity Choices are teacher-developed from typical classroom activities/tasks that are aligned to Access Point 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.

   The IEP team is responsible for making the determination of whether the FSAA—Datafolio is the most appropriate method for assessing the student (refer to *STEP 2—FSAA—Datafolio Participation Guidelines* on page 8).

FSAA Content Areas and Courses Assessed

Both the FSAA—Performance Task and the FSAA—Datafolio are aligned to the following standards by content areas, courses, and/or grade:

Florida Standards Access Points (FS-AP)
- ELA (Grades 3–10)
- Mathematics (Grades 3–8)
- Access Algebra 1
- Access Geometry
- Access Civics
- Access U.S. History

Next Generation Sunshine State Standards Access Points (NGSSS-AP)
- Science (Grades 5 and 8)
- Access Biology I

Guidance to the IEP Team

This section is designed to provide IEP teams with additional guidance in their decision-making related to the question, "**Does the student have a significant cognitive disability?**"

Under the Elementary and Secondary Education Act (ESEA), states have the flexibility to count the proficiency of students with significant cognitive disabilities who take an alternate assessment based on alternate achievement standards as long as the number of those proficient scores does not exceed one percent of all tested students. A history of poor performance on state assessments and/or deficient reading scores in and of itself does not necessarily qualify a student as having a significant cognitive disability. The group of students referred to in the IDEA NCLB acts as having "significant cognitive disabilities" includes those students who face the most profound and complex learning challenges, and constitutes less than one percent of the student population (Gong & Marion, 2006)[1].

Florida has a standards-driven system for all students. As such, the Florida Standards/Next Generation Sunshine State Standards and the Florida Standards Access Points/Next Generation Sunshine State Standards Access Points drive the curriculum, instructional strategies, and assessment. To determine if a student will receive instruction in Access Points, teams must review and discuss a variety of sources of information. Because reliance on intelligence quotient (IQ) scores alone is not sufficient, IEP teams should review available student information for evidence of a significant cognitive disability. Such information includes:

- psychological assessments
- achievement test data
- previous statewide assessment and district-wide test scores
- aptitude tests
- observations
- attendance records
- medical records

- mental health assessments
- adaptive behavior assessments
- language assessments
- curricular content
- school history
- student response to instruction/intervention

In the IEP team's discussion of the question "Does the student have significant cognitive disabilities?" all of the information should be considered collectively. The student's IQ score is but one piece of the data puzzle. The focal point for discussion should be to determine if the impact of the student's cognitive disability affects all aspects of the student's academic, independent functioning, community living, and leisure and vocational activities.

[1] Gong, B. & Marion, S. (2006). *Dealing with Flexibility in Assessments for Students with Significant Cognitive Disabilities.* National Center for the Improvement of Educational Assessment, Inc.

Florida Standards Alternate Assessment Participation Process

The *IEP Team Guide to Assessment for Students with Disabilities* flowchart (Figure 1.2) is a visual outline of the process for determining instruction and assessment decisions for students with disabilities. IEP teams are encouraged to use this process and guide in conjunction with their collaborative knowledge and established IEP practices to determine the most appropriate means of assessment.

Figure 1.2: IEP Team Guide to Assessment for Students With Disabilities
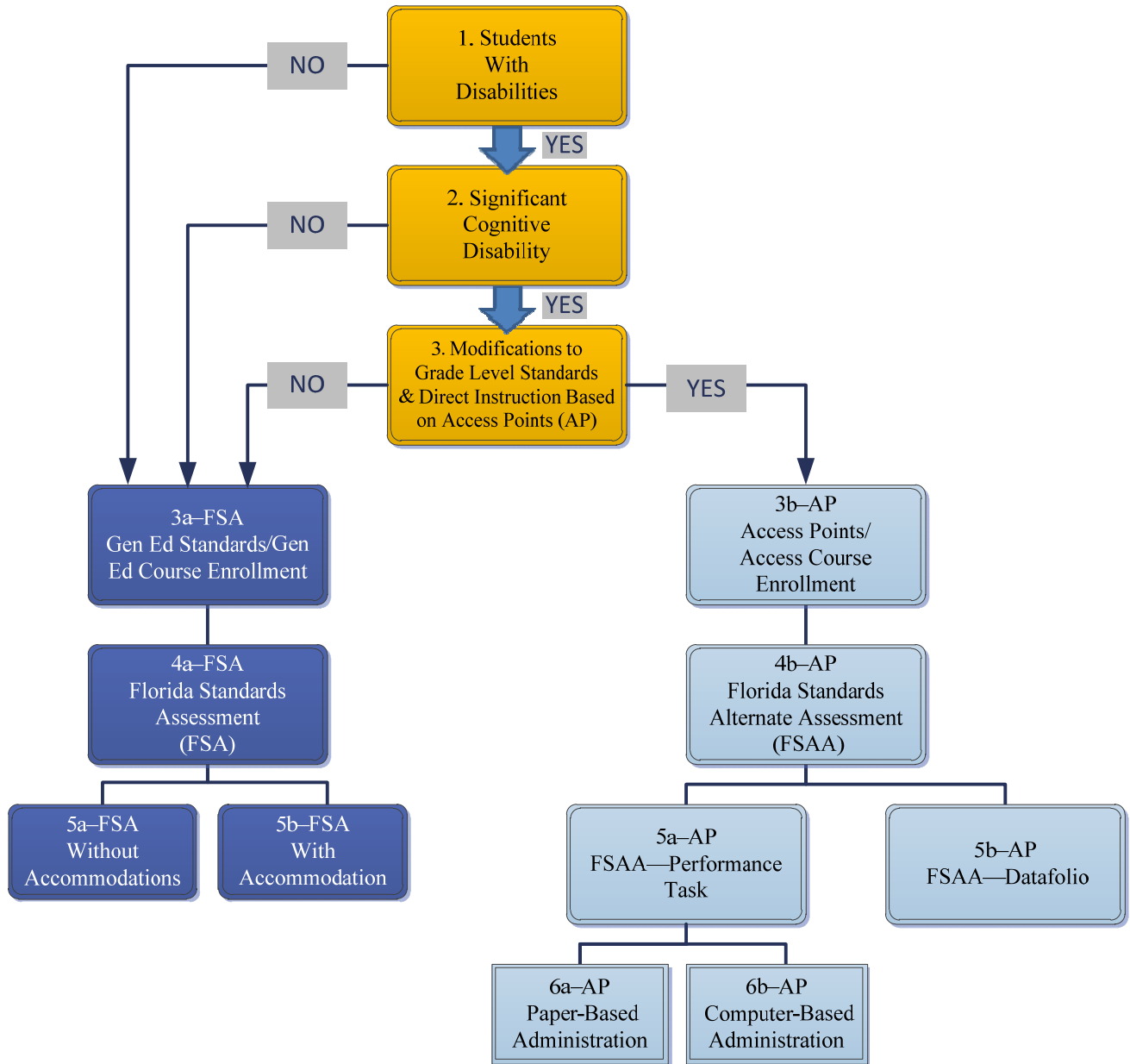
IEP Team Guide to Assessment for Students With Disabilities Summary

1. **The student has a documented disability and is eligible for Exceptional Student Education (ESE) services.**
   a. If NO, go to 3a–FSA—the student should be enrolled in general education courses and receive instruction based on the Florida Standards/Next generation Sunshine State Standards.
   b. **If YES, go to 2.**

2. **The student has a significant cognitive disability.**
   a. If NO, go to 3a–FSA—the student should be enrolled in general education courses and receive instruction based on the Florida Standards/Next generation Sunshine State Standards.
   b. **If YES, go to 3.**

3. **The student requires modifications to grade-level standards and direct instruction based on Access Points.**
   a. **If NO, go to 3a–FSA.**
   b. **If YES, go to 3b–AP.**

3a–FSA   The student should be enrolled in general education courses and receive instruction based on the Florida Standards/Next generation Sunshine State Standards. Go to 4a–FSA.

3b–AP   The student should be enrolled in Access courses, receive instruction based on the Florida Standards—Access Points/Next generation Sunshine State Standards Access Points, and subsequently assessed via the FSAA. Go to 4b–AP.

4a–FSA   The student is receiving instruction based on the Florida Standards/Next Generation Sunshine State Standards and subsequently assessed via the FSA, and requires supports to demonstrate what they know and can do.
   i. **If NO, go to 5a–FSA.**
   ii. **If YES, go to 5b–FSA.**

4b–AP   The student is receiving instruction based on the Florida Standards Access Points/Next Generation Sunshine State Standards Access Points and subsequently assessed via the FSAA, and typically does not have a formal mode of communication and is working at pre-academic levels.
   i. **If NO, go to 5a–AP.**
   ii. **If YES, go to 5b–AP.**

5a–FSA   **The student will take the FSA without accommodations.**
5b–FSA   **The student will take the FSA with accommodations.**

5a–AP   **The student will participate in the FSAA—Performance Task**
   i. In their daily instruction, the student utilizes an assistive technology device and could benefit from having his or her assessment administered via the computer-based mode.
      1. **If No, go to 6a–AP.**
      2. **If YES, go to 6b–AP.**

5b–AP   **The student will participate in the FSAA—Datafolio.**
6a–AP   **The student should take the paper-based FSAA—Performance Task.**
6b–AP   **The student should take the computer-based FSAA—Performance Task.**

Course Instruction and Participation in Statewide Standardized Assessment

IEP teams are responsible for determining whether students with disabilities will be instructed in the general standards or Access Points and, subsequently, assessed through the administration of the general statewide standardized assessment (with or without accommodations) or the alternate assessment aligned to alternate achievement standards based on criteria outlined in Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.). New for 2016–17, IEP teams will also have to determine whether students taking the Florida Standards Alternate Assessment should participate in the Datafolio Assessment or Performance Task Assessment. For those being assessed using the Performance Task, IEP teams would also need to determine if the assessment should be administered in a computer-based or paper-based mode.

STEP 1—Checklist for Course and Assessment Participation

The IEP team should consider the student's present level of educational performance in reference to the Florida Standards and the Next Generation Sunshine State Standards. The IEP team should also be knowledgeable of guidelines and the use of appropriate testing accommodations. To facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining the appropriate course of instruction and assessment. Check all that apply.

Questions to Guide the Decision-Making Process to Determine How a Student With Disabilities Will Be Instructed and 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-1.09041, F.A.C.?		
3. Does the student require direct instruction in academic areas of English language arts (ELA), mathematics, social studies, and science based on Access Points in order to acquire, generalize, and transfer skills across settings?		

If "yes" is not checked in all three areas, then the student should be instructed in the general education courses and participate in the general statewide standardized assessment with accommodations, as appropriate.

If the IEP team determines that all three of the questions accurately characterize a student's current educational situation, then the student should be enrolled in access courses, and the Florida Standards Alternate Assessment should be used to provide meaningful evaluation of the student's current academic achievement. The IEP team then proceeds to **STEP 2**.

Once the IEP team determines that a student will be instructed in Access Points and participate in the Florida Standards Alternate Assessment, the next step is to determine the method in which the student will be assessed—via the **FSAA—Performance Task or FSAA—Datafolio**. *The FSAA—Datafolio is an alternate achievement standards-based assessment designed specifically for students with the **most** SCD who have limited to no formal mode of communication.*

<u>Parental Consent Form</u>

In accordance with Rule 6A-6.03331(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 Florida Standards Alternate Assessment, the parents of the student must give signed consent to have their child instructed in Access Points and their 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 Florida Standards Alternate Assessment Administration, available at *http://www.flrules.org/Gateway/reference.asp?No=Ref-03383*. If the parent fails 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 Florida Standards Alternate Assessment. The IEP should include a statement of why the student cannot participate in the general assessment and why the alternate assessment is appropriate.

STEP 2—Datafolio Participation Guidelines

After carefully reviewing the *Checklist for Course and Assessment Participation*, the IEP team determined that the most meaningful evaluation of the student's current academic achievement is through participation in the FSAA. Next, the IEP team should answer each of the following questions when determining how the student participates in FSAA. Check all that apply.

Questions to Guide the Decision-Making Process to Determine How the Student Participates 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 FAA Performance (If Applicable)		
4. Has the student's previous performance on the FAA provided limited information (e.g., student requires support to answer all or most FAA items) and/or reflected limited growth within Level 1? **OR**		
5. Has the student historically received a score of 20 or less on the FAA?		

If "no" is selected to any of the first three questions, then the IEP team should conclude that the FSAA—Performance Task is the more appropriate statewide assessment for the student and determine how the Performance Task will be administered—computer-based or paper-based mode.

The recommendation that the student's participation in the FSAA—Datafolio Assessment is the appropriate method to provide meaningful evaluation of the student's current academic achievement would be supported by the IEP team indicating "yes" to any of the first three questions AND "yes" to either question 4 or 5. *For students in grade 3 or with no previous FAA score, questions 4 and 5 do not apply.*

> **NOTE:** The above **Datafolio Participation Guidelines** are intended to assist IEP teams in discussions and determining individualized instruction and assessment decisions. Regardless of the number of YES/NO responses, 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.

Contact Information

FSAA Service Center

The FSAA Service Center offers support to Florida Alternate Assessment Coordinators (AACs), District Trainers (including Florida Diagnostic and Learning Resource System or FDLRS staff), and teachers who are responsible for training and/or administering the FSAA—Performance Task and the FSAA—Datafolio.

The FSAA Service Center can support questions related to training, administration procedures, assessment materials/requirements/guidelines, verification and management of student/district/school information, correction forms, and online systems, scoring, and reporting.

FSAA SERVICE CENTER Monday–Friday from 8 a.m. to 5 p.m. (EST)
Phone: (866)239-2149 **E-mail:** FSAAServiceCenter@measuredprogress.org **Fax:** (866) 283-2197

Florida State Department of Education

POLICY AND TRAINING QUESTIONS Monday–Friday from 8 a.m. to 4:30 p.m. (EST)
Angela Nathaniel **Phone:** (850) 245-0972 **E-mail:** Angela.Nathaniel@fldoe.org **Fax:** (850) 245-0771
Laura Bailey **Phone:** (850) 245-0722 **E-mail:** Laura.Bailey@fldoe.org **Fax:** (850) 245-0771

APPENDIX A

Performance Task Sample Item Set

Sample Item Set Table

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

Task 1

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

Task 2

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

Task 3

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

Sample Student Response Booklet

Task 1 Stimulus and Response Options

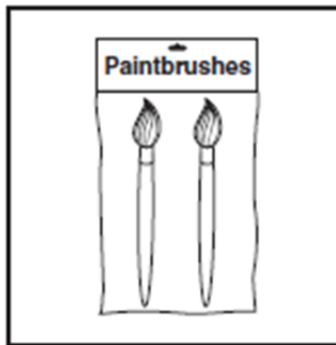**NOTE:** Student uses daily mode of communication to select a response option.

Sample Student Response Booklet (cont.)

Task 2 Stimulus and Response Options

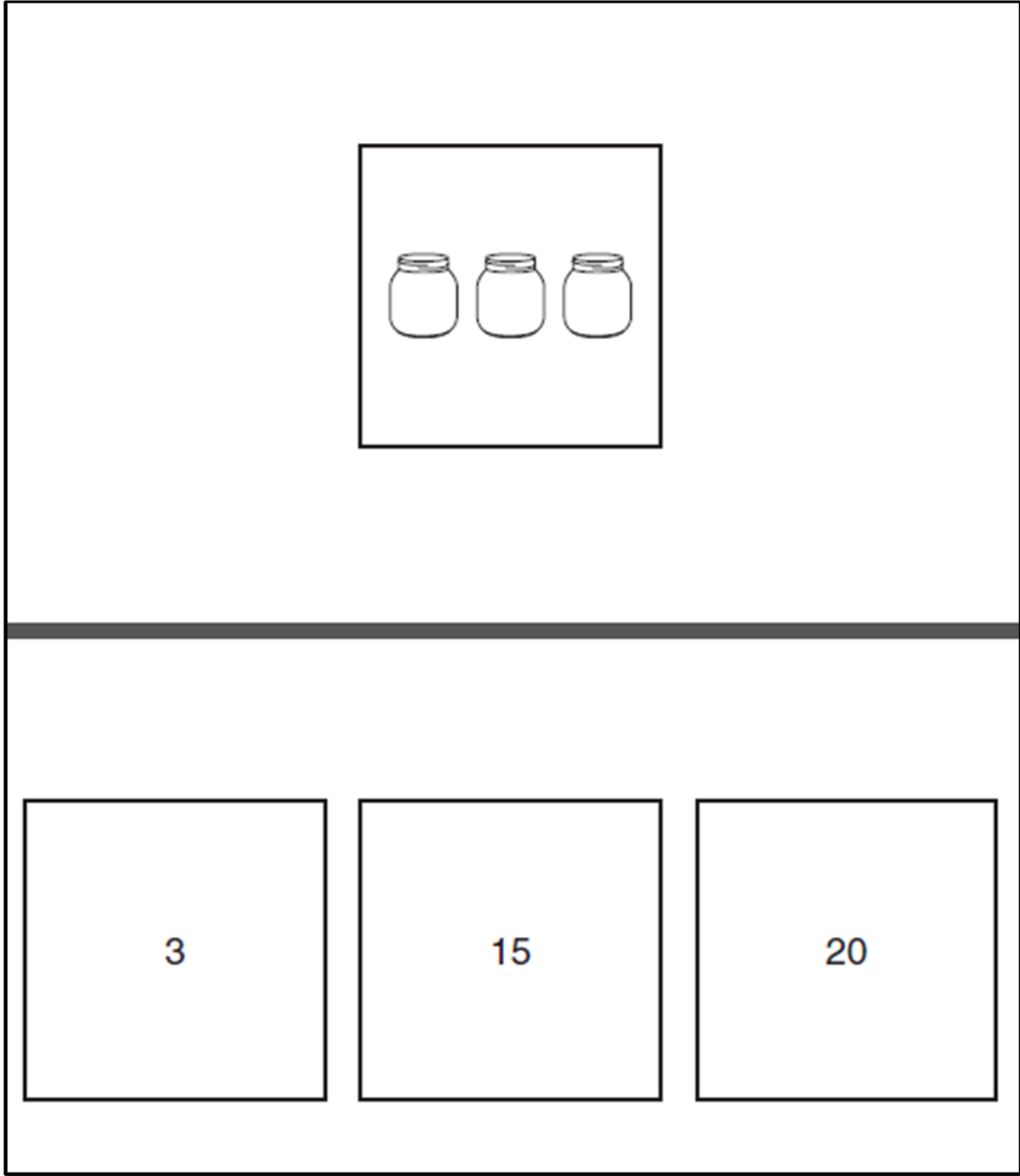**NOTE:** Student uses daily mode of communication to select a response option.

Paintbrushes

| 2 | 10 | 50 |

Sample Student Response Booklet (cont.)

Task 3 Stimulus and Response Options

APPENDIX B

Datafolio Activity Choice Sample

Grade 5 Science
Sample Activity Choices & Examples

NOTE: The *Grade 5 Science Activity Choices & Examples* (below) are currently under revision and may not be the same for administration in 2016–17. For each content area, teachers select one Activity Choice from two to three possible options per required standard. The examples provided demonstrate the intended skill(s) of the targeted Activity Choice and are not intended to dictate presentation mode. Students are provided instruction on the selected Activity Choices so that evidence can be collected from the daily classroom instruction. For *Student Sample 1* (refer to page 17), the teacher selected Activity Choice #3, as indicated below.

Body of Knowledge	Big Idea 7: Earth Systems and Patterns				
Earth and Space Science	**STANDARD CODE**	**Standard:** Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.			
	SC.5.E.7.5	**ACCESS POINT CODE**	**Access Point Standard**	**Activity Choices**	**Examples**
		SC.5.N. 1.Pa.2	➢ **Recognize the weather conditions including hot/cold and raining/not raining during the day.**	**Choice 1:** Identify hot or cold weather conditions.	1. Student is presented with and read three choices. What kind of weather is in the picture? **Response:** It is cold.
				Choice 2: Identify rainy or dry weather conditions.	2. Student is presented with and read three choices. What happens to the ground when it rains? **Response:** It is wet.
				Choice 3: Match a weather condition with appropriate clothing for people to wear.	3. Student is presented with and read three choices. What kind of weather is shown? (Picture shows a beach, a student in a bathing suit, and the Sun.) **Response:** It is hot.

Student Sample #1

NOTE: Teachers may use charts/matrices similar to the one shown below for documenting student evidence.

2015–2016 FSAA—Datafolio Trial Administration

Student Sample #1

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Use this space to detail the five-to-eight opportunities presented to the student.

I created the following matrix to observe and record Ashley's responses.

#	Teacher Asks	Response Options	Expected Response	Student Response	Correct/ Incorrect	Level of Assistance
1	What would you wear if it is rainy and cool outside?	picture of rain coat / picture of T-shirt	3 second eye gaze held on picture of rain coat	Did not hold eye gaze on either option, could not determine response.	Incorrect	Verbal
2	What would you wear if it is hot outside?	picture of winter hat / picture of shorts	3 second eye gaze held on picture of shorts	3 second eye gaze held on picture of shorts	Correct	Gestural
3	What else would you wear if it is hot outside?	picture of snow boots / picture of T-shirt	3 second eye gaze held on picture of T-shirt	3 second eye gaze held on picture of T-shirt	Correct	Gestural
4	What would you wear if it is cold outside?	picture of sandals / picture of heavy coat	3 second eye gaze held on picture of heavy coat	Did not hold eye gaze on either option, could not determine response.	Incorrect	Gestural
5	What would you wear if it is snowing outside?	picture of winter hat / picture of sandals	3 second eye gaze held on picture of winter hat	Did not hold eye gaze on either option, could not determine response.	Incorrect	Gestural
6	What would you wear if it is cool and windy outside?	picture of swimming suit / picture of light wind breaker jacket	3 second eye gaze held on picture of light wind breaker jacket	Did not hold eye gaze on either option, could not determine response.	Incorrect	Gestural
7	What would you wear if it is very sunny outside?	picture of sun glasses / picture of rain boots	3 second eye gaze held on picture of sun glasses	3 second eye gaze held on picture of sun glasses.	Correct	Gestural
					Accuracy	**Assistance**
OVERAL PERFORMANCE					3/7 = 43%	Gestural- 86% Verbal- 14%

September 2015

Pam Stewart
Commissioner of Education