



**Florida Standards  
Alternate Assessment**  
— PERFORMANCE TASK —



**Florida Standards  
Alternate Assessment**  
— DATAFOLIO —

# **Florida Standards Alternate Assessment (FSAA)**

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

*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.*



**Revised August 2019**

This publication is produced through the Bureau of K–12 Student Assessment, Division of Accountability, Research, and Measurement, Florida Department of Education, and is available online at [https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/docs/FlaAlt\\_ResourceGuideIEP.pdf](https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/docs/FlaAlt_ResourceGuideIEP.pdf).

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

The purpose of this document is to provide IEP teams with 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 regarding which standards and method of assessment are most meaningful and appropriate for each individual student should be based on the holistic view of the student.

### **Purpose of the FSAA**

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), which replaced 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 and 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 not meet the criteria of having a significant cognitive disability (refer to “STEP 1—Checklist for Course and Assessment Participation” on [page 7](#)) will be instructed on general education standards, enrolled in general education courses, and assessed with the Florida Standards Assessments (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 standards, otherwise known as Access Points. It is expected that only students with a significant cognitive disability who are eligible under IDEA will participate in the FSAA via one of the two methods outlined below.

#### **FSAA—Performance Task Overview**

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, with Task 1 representing the least complex tasks and Task 3 representing the most complex tasks. 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 11](#)).

## **FSAA—Datafolio Overview**

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 FSAA—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 (LOAs) and increased accuracy (refer to “Appendix B—Datafolio Activity Choice Sample” on [page 16](#)).

For students being assessed via the FSAA—Datafolio, teachers submit student work samples across three collection periods throughout the school year. The activity choices are teacher-developed from typical classroom activities 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—Datafolio Participation Guidelines” on [page 9](#)).

## 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 grade:

<b>Florida Standards Access Points (FS-APs)</b>	<b>Next Generation Sunshine State Standards Access Points (NGSSS-APs)</b>
<ul style="list-style-type: none"><li>• ELA (Grades 3–10)</li><li>• Mathematics (Grades 3–8)</li><li>• Access Algebra 1</li><li>• Access Geometry</li></ul>	<ul style="list-style-type: none"><li>• Science (Grades 5 and 8)</li><li>• Access Biology 1</li><li>• Access Civics</li><li>• Access U.S. History</li></ul>

## Guidance for 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?”

Florida has a standards-driven system for all students. The Florida Standards, Next Generation Sunshine State Standards, Florida Standards Access Points, and the 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. A history of poor performance on state assessments or deficient reading scores in and of itself does not necessarily qualify a student as having a significant cognitive disability. Reliance on intelligence quotient (IQ) scores alone is not sufficient. Therefore, IEP teams should review available student information for evidence of a significant cognitive disability. Such information includes the following:

<ul style="list-style-type: none"><li>• psychological assessments</li><li>• achievement test data</li><li>• previous statewide assessment and district-wide test scores</li><li>• aptitude tests</li><li>• observations</li><li>• attendance records</li><li>• medical records</li></ul>	<ul style="list-style-type: none"><li>• mental health assessments</li><li>• adaptive behavior assessments</li><li>• language assessments</li><li>• curricular content</li><li>• school history</li><li>• student response to instructional intervention</li></ul>
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IEP teams must carefully consider and remain cognizant that qualifying a student for standards based instruction via Florida Standards Access Points can significantly impact the extent of a student’s access to postsecondary opportunities. Furthermore, the reauthorization of the Individuals with Disabilities Act (IDEA, 2004), the US Department of Education, and the Office of Special Education Programs provide clear expectations that the general education curriculum is to be the first consideration for providing educational services to a student with a disability.

The Every Student Succeeds Act (ESSA, 2015) mandates that the total number of students with a significant cognitive disability who participate in an alternate assessment based on alternate academic achievement standards (AA-AAAS) must not exceed 1% of the total number of students assessed. While there is a limit on the percentage of students statewide who may participate in an AA-AAAS, there is no such limit on local educational agencies (LEAs). However, 34 CFR 200.6(c)(3)(ii) and (iv) requires that an LEA submit information justifying the need to assess more 1% of its students in any subject with an AA-AAAS. The State must make that information publicly available, provided that such information does not reveal personally identifiable information about an individual student. Florida’s training focus will continue to be on ensuring that IEP teams make the appropriate, individualized, and data-based decision for each student.

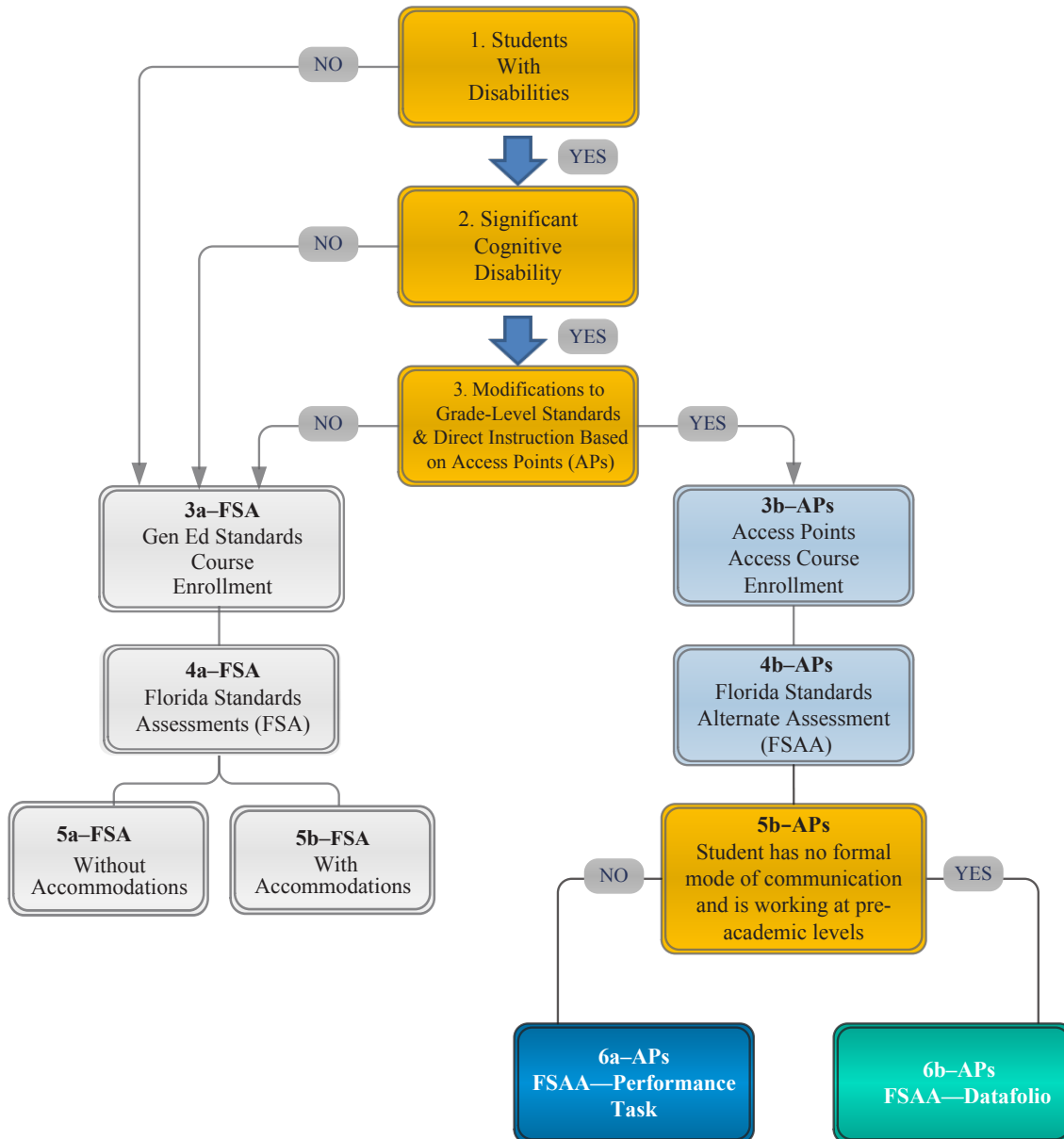


# FSAA Participation Process

## IEP Team Guide to Assessment for Students With Disabilities

The IEP Team Guide to Assessment for Students With Disabilities flowchart (Figure 1) 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: 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 or the 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 or the 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–APs.**
- 3a–FSA** The student should be enrolled in general education courses and receive instruction based on the Florida Standards or the Next Generation Sunshine State Standards. Go to 4a–FSA.
- 3b–APs** The student should be enrolled in access courses, receive instruction based on the Florida Standards Access Points or the Next Generation Sunshine State Standards Access Points, and, subsequently, be assessed via the FSAA. Go to 4b–APs.
- 4a–FSA** The student is receiving instruction based on the Florida Standards or the Next Generation Sunshine State Standards, and, subsequently, will be assessed via the FSA, and requires support to demonstrate what the student knows and can do.
  - i. If NO, go to 5a–FSA.**
  - ii. If YES, go to 5b–FSA.**
- 4b–APs** The student is receiving instruction based on the Florida Standards Access Points or the Next Generation Sunshine State Standards Access Points and, subsequently, will be assessed via the FSAA.
  - i. If YES, go to 5b–APs.**
- 5a–FSA** The student will take the FSA without accommodations.
- 5b–FSA** The student will take the FSA with accommodations.
- 5b–APs** The student typically does not have a formal mode of communication and is working at pre-academic levels.
  - i. If NO, go to 6a–APs.**
  - ii. If YES, go to 6b–APs.**
- 6a–APs** The student will participate in the FSAA—Performance Task.
- 6b–APs** The student will participate in the FSAA—Datafolio.

## 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.). IEP teams will also have to determine whether students taking the FSAA should participate in the FSAA—Performance Task or FSAA—Datafolio.

### 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-1.09401, 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 FSAA 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 FSAA, 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 significant cognitive disabilities who have limited to no formal mode of communication.

### **Parental Consent Form**

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 and/or guardians of the student must give signed consent to have their child instructed in Access Points and their child'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 Statewide, Standardized Alternate Assessment, available at <https://www.flrules.org/gateway/reference.asp?No=Ref-04779>. 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.

## 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 the FSAA. Check all that apply.

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)?		
<b>Previous FSAA—PT Performance (If Applicable)</b>		
4. Has the student's previous performance on the FSAA—PT provided limited information and/or reflected 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 is the appropriate method to provide meaningful evaluation of the student's current academic achievement.

*\*For a student in grade 3 or 4, or a student who does not have previous FSAA—PT scores, question 4 does not apply.*

**NOTE:** The Datafolio Participation Guidelines outlined above are intended to assist IEP teams in discussions and determining individualized instruction and assessment decisions. 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 Alternate Assessment Coordinators (AACs), district trainers (including Florida Diagnostic and Learning Resource System staff), and teachers who are responsible for training 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 or school information; correction forms; and online systems, scoring, and reporting.

<b>FSAA SERVICE CENTER</b> Monday–Friday from 8:00 a.m. to 5:00 p.m. (EST)
<b>Phone:</b> 866-239-2149 <b>Email:</b> <a href="mailto:FSAAServiceCenter@measuredprogress.org">FSAAServiceCenter@measuredprogress.org</a> <b>Fax:</b> 866-283-2197

### Florida Department of Education

<b>POLICY AND TRAINING QUESTIONS</b> Monday–Friday from 8:00 a.m. to 4:30 p.m. (EST)
<b>Angela Nathaniel</b> <b>Phone:</b> 850-245-0972 <b>Email:</b> <a href="mailto:Angela.Nathaniel@fldoe.org">Angela.Nathaniel@fldoe.org</a> <b>Fax:</b> 850-245-0771
<b>Laura Bailey</b> <b>Phone:</b> 850-245-0722 <b>Email:</b> <a href="mailto:Laura.Bailey@fldoe.org">Laura.Bailey@fldoe.org</a> <b>Fax:</b> 850-245-0771

## **APPENDIX A—Performance Task Sample Item Set**

## Sample Item Set Table

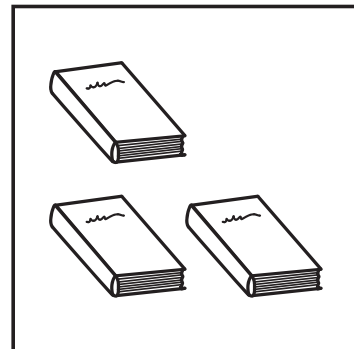
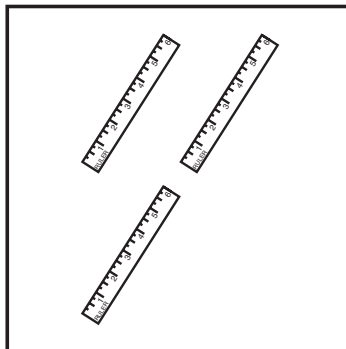
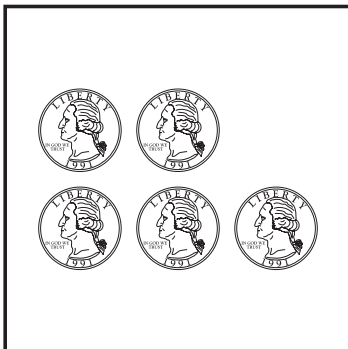
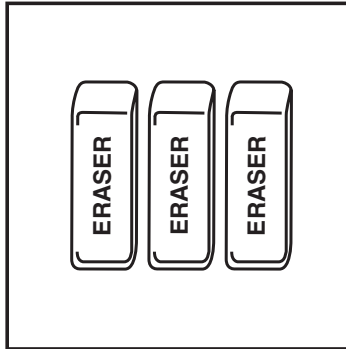
Task 1		
Materials	Teacher Script	Student Response
Response Booklet: page 21  Stimulus picture card: 3 erasers  Picture cards: (quarters) (rulers) (books)	<p><i>Here is a picture of three erasers.</i></p> <p><i>Which group has a different number of objects than the number of erasers?</i></p>	<p> <input type="radio"/> <b>A: quarters</b>  <input type="radio"/> B: rulers  <input type="radio"/> C: books  <input type="radio"/> D: No Response                 </p> <p> <b>Scaffolded Response (when applicable)</b>  <input type="radio"/> <b>A: quarters</b>  <input type="radio"/> B: rulers  <input type="radio"/> C: books  <input type="radio"/> D: No Response                 </p>
Task 2		
Materials	Teacher Script	Student Response
Response Booklet: page 23  Stimulus picture card: package of 2 paintbrushes  Number cards: 2 10 50	<p><i>Here is a package of two paintbrushes.</i></p> <p><i>Ms. Tandy bought five of these packages.</i></p> <p><i>How many paintbrushes did Ms. Tandy buy in all?</i></p> <p>Read the number cards to the student.</p>	<p> <input type="radio"/> A: 2  <input type="radio"/> <b>B: 10</b>  <input type="radio"/> C: 50  <input type="radio"/> D: No Response                 </p>
Task 3		
Materials	Teacher Script	Student Response
Response Booklet: page 25  Stimulus picture card: 3 jars of paint  Number cards: 3 15 20	<p><i>Here is a picture of three jars of paint.</i></p> <p><i>Ms. Tandy has twenty students in her class. She puts the students into groups of four. She gives each group three jars of paint.</i></p> <p><i>How many jars of paint does Ms. Tandy need for her class?</i></p> <p>Read the number cards to the student.</p>	<p> <input type="radio"/> A: 3  <input type="radio"/> <b>B: 15</b>  <input type="radio"/> C: 20  <input type="radio"/> D: No Response                 </p>



## Sample Student Response Booklet

### Task 1 Stimulus and Response Options

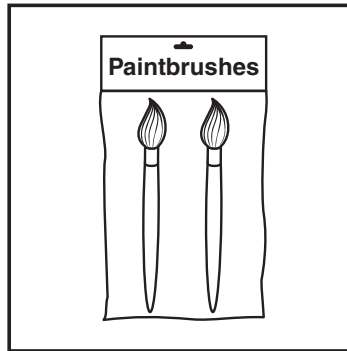
**NOTE:** Student uses daily mode of communication to select a response option.



## Sample Student Response Booklet (cont.)

### Task 2 Stimulus and Response Options

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



2

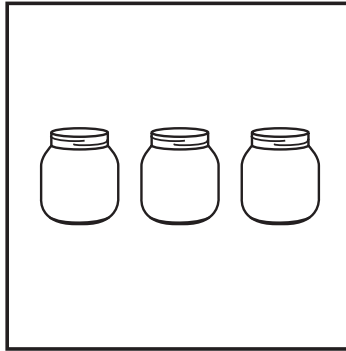
10

50

## Sample Student Response Booklet (cont.)

### Task 3 Stimulus and Response Options

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



3

15

20

## **APPENDIX B—Datafolio Activity Choice Sample**

## Grade 5 Science Sample Activity Choices and Examples

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 18](#)), the teacher selected Activity Choice 3, as indicated below.

Body of Knowledge	Big Idea 7: Earth Systems and Patterns				
Earth and Space Science	<b>STANDARD CODE</b>	<b>Standard:</b> 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	<b>ACCESS POINT CODE</b>	<b>Access Point Standard</b>	<b>Activity Choices</b>	<b>Examples</b>
		SC.5.N.1.Pa.2	Recognize the weather conditions including hot/cold and raining/not raining during the day.	<b>Choice 1:</b> Identify hot or cold weather conditions.	1. Student is presented with and read three choices. What kind of weather is in the picture? <b>Response:</b> It is cold.
				<b>Choice 2:</b> Identify rainy or dry weather conditions.	2. Student is presented with and read three choices. What happens to the ground when it rains? <b>Response:</b> It is wet.
<b>Choice 3:</b> 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.) <b>Response:</b> It is hot.				

## Student Sample 1

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

### 2018–2019 FSAA—Datafolio Running Record Template

**Student Name:** Julie Smith \_\_\_\_\_

**Date:** November 15, 2018 \_\_\_\_\_

Opportunity / Item Number	Teacher Asks	Response Options (Teacher determines the number of response options.)	Expected Response	Student Response	Correct/Incorrect	Level of Assistance (N, P, G, V, M, I)
<b>EXAMPLE</b>	What would you wear if it is rainy and cool outside?	1. Picture of raincoat 2. Picture of T-shirt 3. Picture of apple	3-second eye gaze held on picture of raincoat	apple	Incorrect	Verbal
<b>1</b>	What happened first in the story?	1. Mayflower landed 2. Cold winter 3. Met Squanto	Point to "Mayflower landed"	Met Squanto	Incorrect	V
<b>2</b>	What happened after the Pilgrims met Squanto?	1. Mayflower landed 2. Planted corn 3. Cold winter	Point to "Planted corn"	Cold winter	Incorrect	V
<b>3</b>	What happened after the Pilgrims planted corn?	1. Cold winter 2. First Thanksgiving 3. Mayflower landed	Point to "First Thanksgiving"	First Thanksgiving	Correct	V
<b>4</b>	What happened after the first Thanksgiving?	1. Friends with Native Americans 2. First Thanksgiving 3. Mayflower landed	Point to "Friends with Native Americans"	Friends with Native Americans	Correct	V
<b>5</b>	What happened before the Pilgrims planted corn?	1. Met Squanto 2. First Thanksgiving 3. Friends with Native Americans	Point to "Met Squanto"	First Thanksgiving	Incorrect	V
<b>6</b>						
<b>7</b>						
<b>8</b>						
<b>Notes:</b>				<b>Accuracy</b> (Accuracy % = # correct/total # of items multiplied by 100.)	40 %	
<b>For ELA Standards, please enter the following information:</b>						
<b>Genre (Literature or Informational):</b>		Informational				
<b>Text Title:</b>		"The Story of the Pilgrims"				
<b>Text Author:</b>		Polly Pseudonym				
<b>Other Relevant Information:</b>						



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Commissioner of Education