



Florida Standards Alternate Assessment

— PERFORMANCE TASK —

Test Administration Manual

2019–2020

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UPDATES FOR 2019–2020

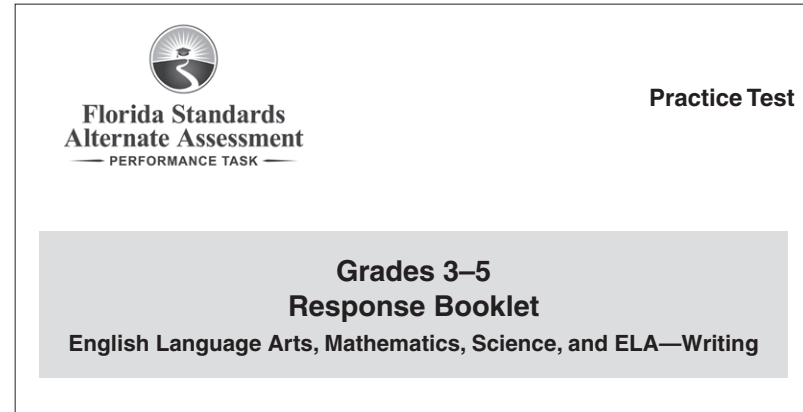
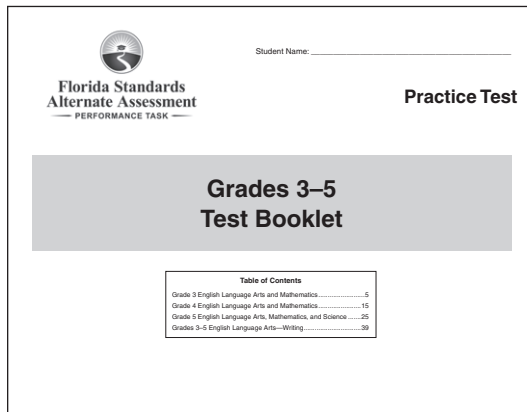
Forms

- There will be a change to the number of forms developed for the 2019–2020 FSAA—Performance Task (FSAA—PT). For more information on forms, please see [page 13](#).

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

Practice Materials

- New practice materials will be provided prior to the spring 2020 administration. Teachers should continue to use the 2016–2017 practice materials along with the new versions. If teachers are in need of additional practice materials, printable versions are available on the FSAA Portal.



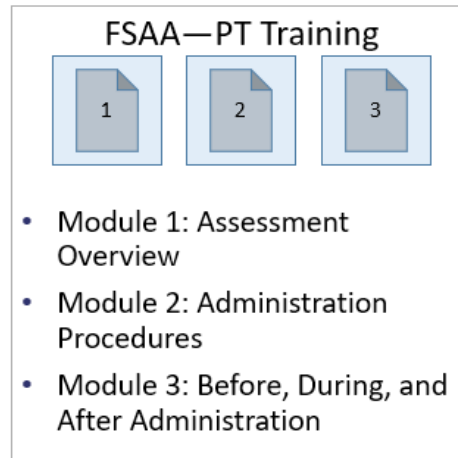
FSAA Portal

- The FSAA Portal will continue to be the main resource for training and administration support materials. Please check the portal at <https://fsaa-training.onlinehelp.measuredprogress.org> regularly for updates and announcements.



Training Modules

- The following training modules will be available to supplement the content of this manual. It is recommended that teachers follow along in this manual as they view the modules.



- FSAA training tutorials will also be available to supplement training activities. The FSAA administration training tutorials:
 - will target key administration practices (e.g., scaffolding, session-based administration procedures).
 - are intended to supplement information provided during face-to-face trainings and/or in FSAA—Performance Task Training Modules 1–3.
 - will generally be short in length so that teachers may go back and review information as needed.
- Module 4: FSAA—Performance Task Online System will prepare teachers to enter student responses into the FSAA Online System. This module is mandatory for all teachers who administer the FSAA—PT. The module will become available in February.

INTRODUCTION

Purpose of the Florida Standards Alternate Assessment Program

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 (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) in disaggregated categories. 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.

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 assessment is not appropriate, even with accommodations, Florida developed the Florida Standards Alternate Assessment (FSAA) program. The FSAA is fully aligned to Florida alternate achievement level standards, otherwise known as Access Points. Access Points reflect the key concepts of the Florida Standards and the Next Generation Sunshine State Standards 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. For more information about the Access Points, visit the Curriculum Planning and Learning Management System (CPALMS) website at <http://www.cpalms.org>.

CHECKLIST FOR COURSE AND ASSESSMENT PARTICIPATION

Individual educational plan (IEP) teams are responsible for determining whether students with disabilities will be assessed through administration of the general statewide standardized assessment or the FSAA based on criteria outlined in Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.). The IEP team should consider the student’s present level of educational performance in reference to the Next Generation Sunshine State Standards and the Florida Standards. The IEP team should also be knowledgeable of guidelines and the use of appropriate testing accommodations.

In order to facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining the appropriate assessment. Check all that apply:

Questions to Guide the Decision-Making Process to Determine How a Student with a Disability 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, 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 all three 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. If “yes” is not checked in all three questions, then the student should be instructed in the general education courses and participate in the general statewide standardized assessment with accommodations, as appropriate.

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 FSAA, the parents of the student must give signed consent to have their child instructed in Access Points and the student's achievement measured based on alternate academic achievement standards.

This decision must be documented on the Parental Consent Form – Instruction in the State Standards Access Points Curriculum and Statewide, Standardized Alternate Assessment, available at <http://www.fldoe.org/core/fileparse.php/7571/urlt/ConsentFAA14.pdf>. 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.

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 whether the student will be assessed via the FSAA—Performance Task or FSAA—Datafolio.

1. FSAA—Performance Task

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.

2. 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 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.

For students being assessed via the FSAA—Datafolio, teachers submit student evidence 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.

Please refer to the [Assessment Planning Resource Guide for Individual Educational Plan \(IEP\) Teams](#) on the FSAA Portal for further information.

FSAA—PERFORMANCE TASK 2019–2020 TESTING SCHEDULE

Elementary and Middle School (Grades 3–8) and Access Civics End-of-Course Testing Schedule	
Alternate Assessment Materials in Districts	February 14–20, 2020
Student Testing Window	March 2–April 17, 2020
Student Responses Entered into the Online System	No later than 11:59 p.m. (EST) on April 17, 2020
Return of Test Materials to Piedra Data Services	No later than May 15, 2020

High School (Access ELA 1 and 2) and Access Algebra 1, Access Geometry, Access Biology 1, and Access U.S. History End-of-Course Testing Schedule	
Alternate Assessment Materials in Districts	March 9–13, 2020, or March 16–20, 2020
Student Testing Window	Upon receipt of materials through May 1, 2020
Student Responses Entered into the Online System	No later than 11:59 p.m. (EST) on May 1, 2020
Return of Test Materials to Piedra Data Services	No later than May 15, 2020

FSA—PERFORMANCE TASK 2019–2020 TRAINING AND PREORDER MATERIALS SCHEDULE

Training and Administration Support Document Resources Posted to the FSA Portal (http://fsaa-training.onlinehelp.measuredprogress.org/performance-task-teacher-resources/)	
Test Administration Manual PDF	July 2019
Printed Test Administration Manual	September 2019
FSA—PT Training Modules 1–3 & Administration Training Tutorials	October 2019
Administration Support Documents <ul style="list-style-type: none"> • Topic and General Vocabulary List • Object Exchange List • List of Cards and/or Strips and Teacher-Gathered Materials 	February 2020
FSA Online System Training Module 4 & Tutorials	February 2020
Preorder Materials Window[‡]	
Traditional Print End-of-Course Materials <ul style="list-style-type: none"> • Civics • Algebra 1 • Geometry • Biology 1 • U.S. History 	September 23, 2019–November 6, 2019
Accommodated Response Booklet (One-Sided) <ul style="list-style-type: none"> • Civics • Algebra 1 • Geometry • Biology 1 • U.S. History 	September 23, 2019–November 6, 2019
Braille/Tactile Materials (All Grade-Specific and End-of-Course Assessments) <ul style="list-style-type: none"> • Uncontracted Braille/Tactile Graphic Materials • Contracted Braille/Tactile Graphic Materials • One-Sided Response Booklets 	September 23, 2019–November 6, 2019

[‡]Alternate Assessment Coordinators (AACs) are responsible for coordinating preorder materials with Piedra Data Services.

ADMINISTRATION PROCEDURES OVERVIEW

Who Should Administer the FSAA—Performance Task?

The student’s teacher should administer the assessment. If this is not possible, the assessment administrator must be a certified teacher or other licensed professional who has worked extensively with the student and is trained in the assessment procedures.

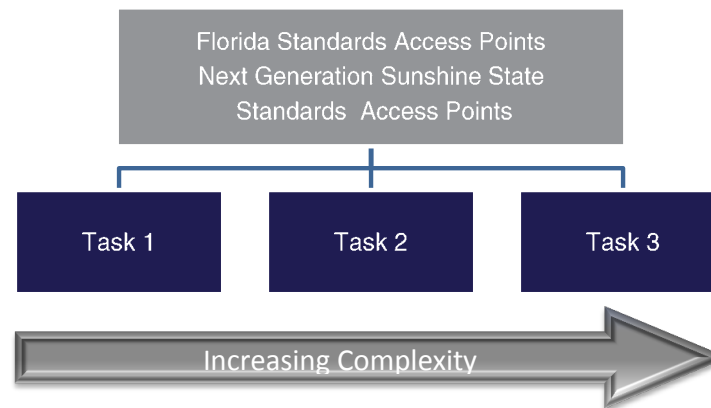
Where Should the FSAA—Performance Task be Administered?

The FSAA—Performance Task should be administered individually to a student in a quiet location free from distractions. Visual instructional materials and aides need to be out of sight of the student, unless access is specified for a specific item.

Overview of the FSAA—Performance Task Design

Designed specifically for students with significant cognitive disabilities, the FSAA—Performance Task is a performance-based assessment aligned with the Florida Standards Access Points (FS-APs) for English language arts and mathematics and 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—Performance Task’s design is based on the broad range of knowledge, skills, and abilities (KSAs) of students with significant cognitive disabilities. The test design provides tiered participation within the assessment for students working at various levels of complexity. FSAA—Performance Task items are designed to be administered as item sets. Each item set includes three tasks that address the Access Point at increasing levels of complexity. All students begin an item set at the Task 1 level and continue to work through each level of complexity until they answer a question incorrectly or complete the item set through the Task 3 level. A scaffolding structure is in place at the Task 1 level only. Scaffolding is the process of reducing the response options if the student is unable to respond accurately.



The 2019–2020 FSAA—Performance Task writing design assesses a student’s ability to compose a writing product in response to text. The writing prompts include two levels of cognitive demand:

- The less complex writing prompt includes a series of five selected-response questions in response to text. The series of selected-response questions will lead a student to a full writing product; for example, the student will identify the topic, opening sentence, supporting details, and a conclusion.
- The more complex writing prompt includes an open-response format where the student is guided through a series of scripted prompts to create a written product utilizing his or her primary mode of communication.

**2019–2020 FSAA—Performance Task
Grade Levels and Content Areas Assessed**

Grade Level	ELA	Math	Science	Algebra 1 EOC	Geometry EOC	Biology 1 EOC	Civics EOC	U.S. History EOC
3	X	X						
4	X	X						
5	X	X	X					
6	X	X						
7	X	X					X	
8	X	X	X					
9 (ELA 1)	X							
10 (ELA 2)	X							
High School				X	X	X		X

- ELA access courses are assessed in grades 3–10. Grade 9 students should take the ELA 1 assessment, and Grade 10 students should take the ELA 2 assessment.
- Math access courses are assessed in grades 3–8.
- Science access courses are assessed in grades 5 and 8.
- Algebra 1, Geometry, Biology 1, and U.S. History access courses are assessed in high school upon completion of the course.
- The Civics access course will be assessed in grade 7 or upon completion of the course.

Standards selected for the FSAA—Performance Task directly align to standards introduced in each corresponding grade level/content area access course.

The 2019–2020 FSAA—Performance Task assessment blueprints are available for all grades and content areas on the FSAA Portal <https://fsaa-training.onlinehelp.measuredprogress.org/performance-task-teacher-resources/>.

ASSESSMENT COMPONENTS

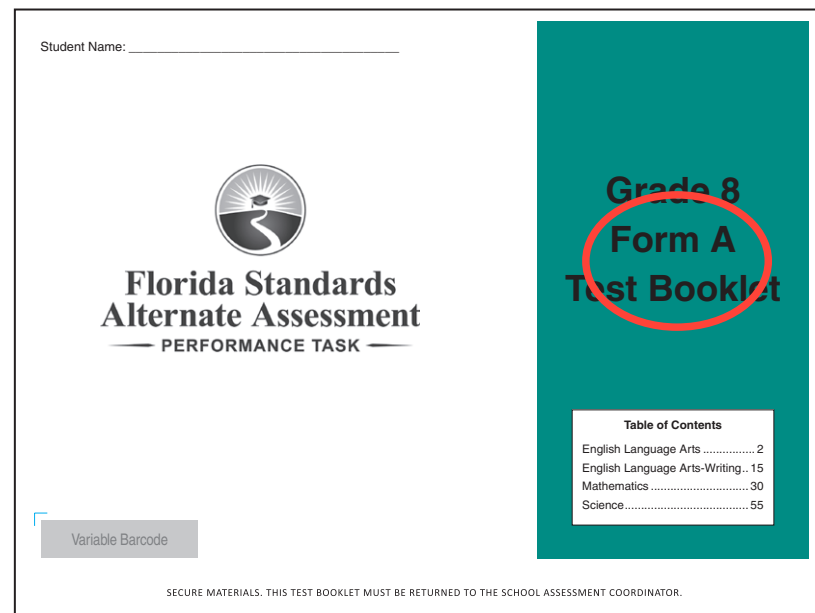
The components of the FSAA—Performance Task are identified below to provide an overview of the assessment and an introduction to terminology used to describe the assessment’s structure.

- Test booklet
- Response booklet
- Passage booklet
- Cards packet and/or strips packet

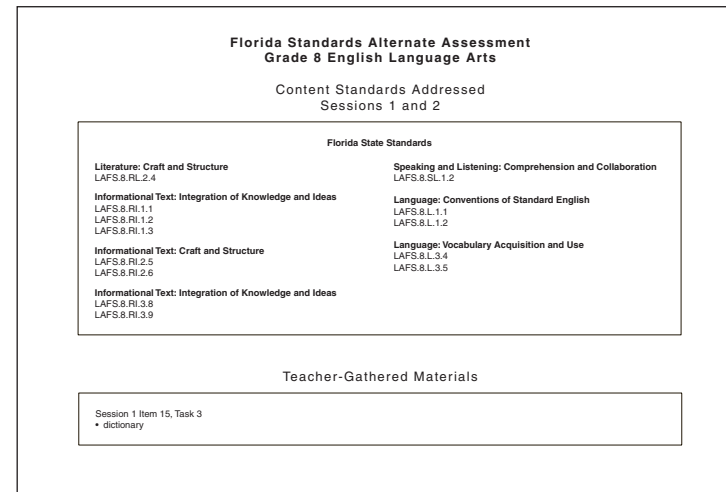
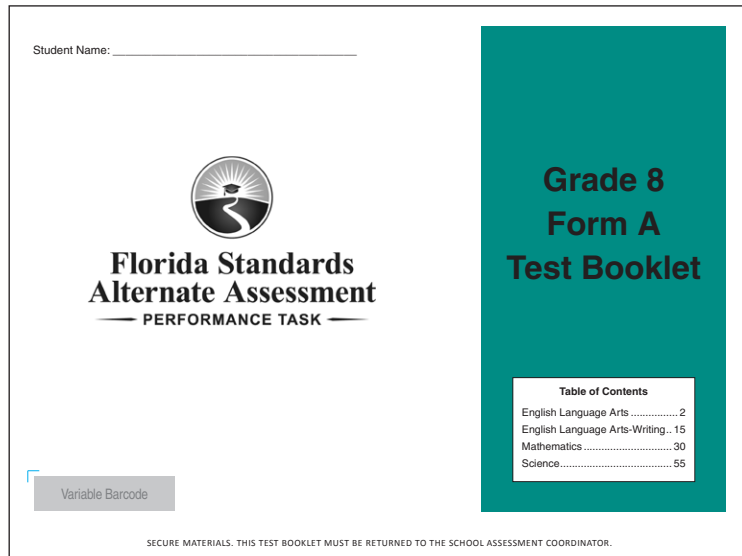
Please note that all student-facing components (response booklet, passage booklet, and the cards packet and/or strips packet) are available in accommodated versions. Please see *Accommodations and Criteria for Use* on [page 74](#).

There will be up to three forms of the 2019–2020 FSAA—Performance Task. The form will be clearly labeled on the covers of all test components. When you receive your materials, check to make sure all components are labeled with the same form.

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



Test Booklet

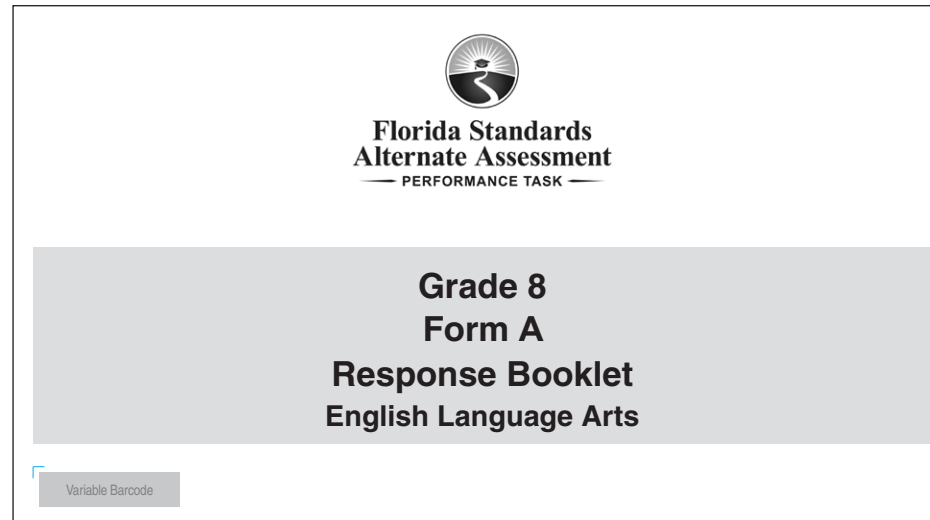


The first page of each content area in the test booklet includes a list of the standards that are being assessed and a list of any teacher-gathered materials that will be needed for administration. In addition, sessions are separated by pages that outline administration procedures within each content area.

The pages that follow in the test booklet contain the assessment items for each content area. Each item set includes the following information:

- the Access Point that the item set is targeting
- the materials that are needed for the task
- the directions for setting up the task and the script for what the teacher should say to the student
- the response that the teacher should expect from the student and a location to record the student response

Response Booklet

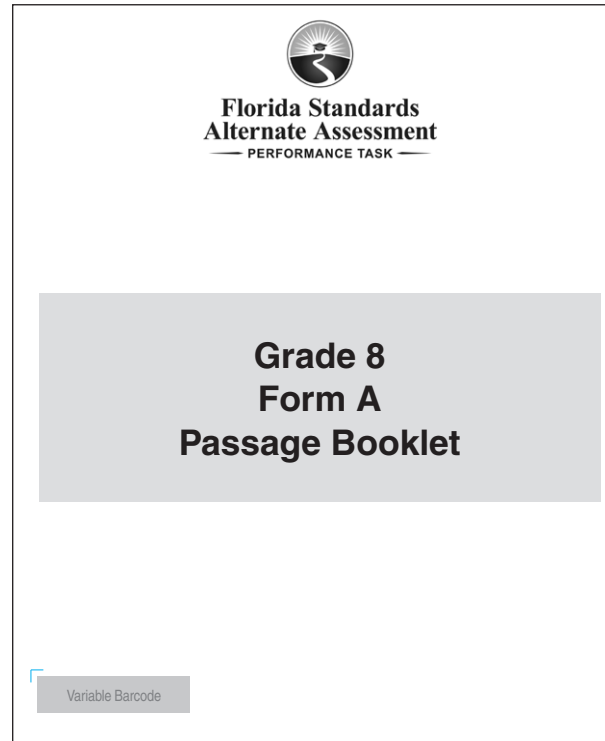


Response booklets are provided for all content areas.

Response booklets are legal-sized (8.5" x 14") paper with spiral binding at the top. If there is a stimulus associated with an item, it will appear on the upper-facing page of the booklet. Response options always appear on the lower-facing page of the booklet.

Response options for each task are positioned on the page either horizontally or vertically. Pages are numbered with the grade, content area, session number, item number, and level of complexity in the lower right-hand corner (e.g., Grade 3 Mathematics Session 2 Item 1 — Task 3).

Passage Booklet

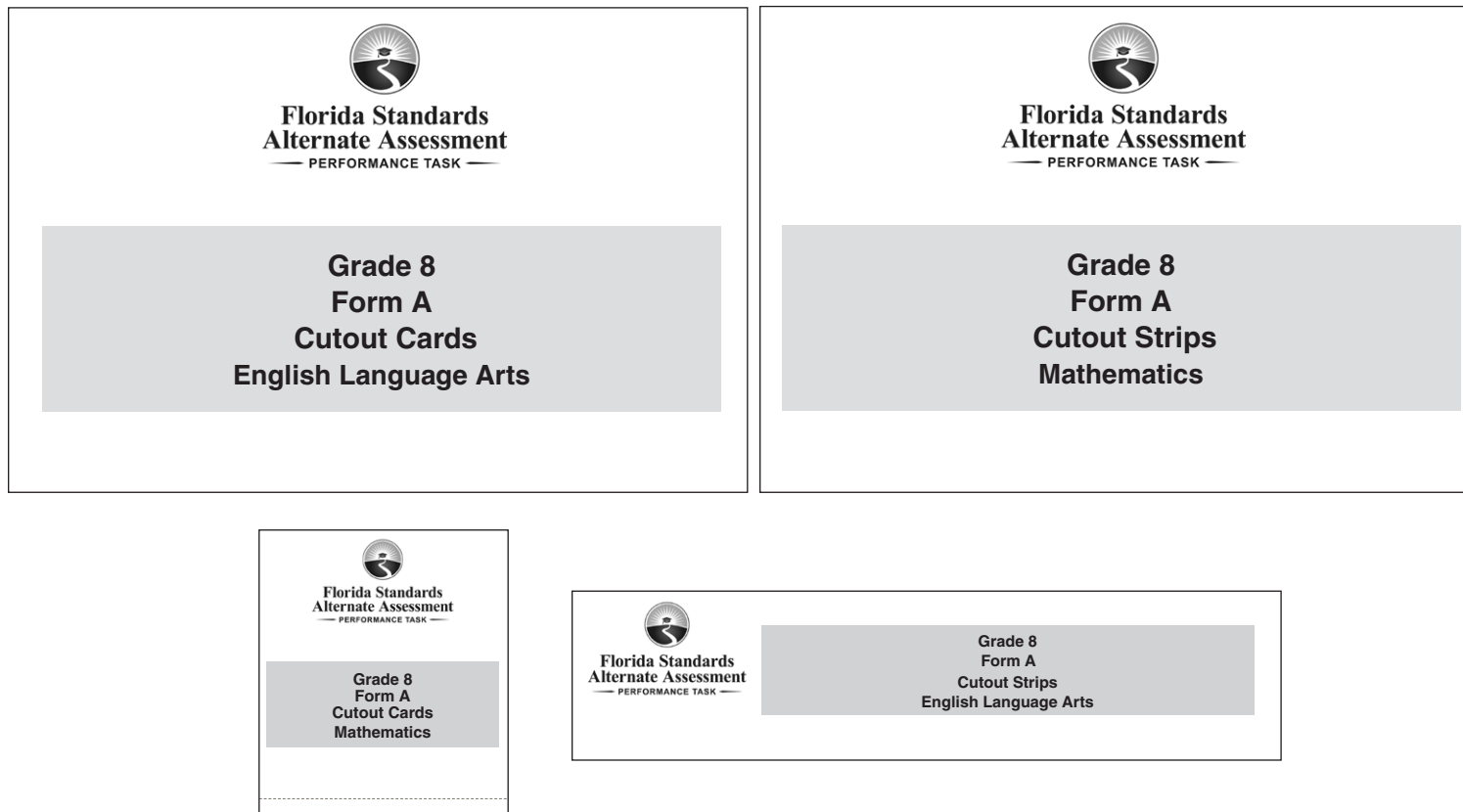


All passages are included in a passage booklet for ELA, including items used to assess Writing in response to text.

A passage graphic appears on the left page of the open booklet, and its related passage appears on the right page. There is one graphic for each passage with the exception of some paired passages. For paired passages, the graphics may be formatted as large cutout cards that the teacher is instructed to place above each corresponding passage.

Passages must be read aloud by the teacher, **even if the student is an independent reader**, unless the directions instruct the teacher not to read or sign the text to the student. Students may be asked to read anywhere from one sentence to multiple paragraphs, depending on the grade level and complexity level of the task. Students may read aloud or silently to themselves.

Cards Packets and/or Strips Packets



Most stimulus and response materials for all content areas are included in the response booklet; however, a minimal number of tasks have cards and/or strips that will arrive precut and organized. For such tasks, please refer to the List of Cards and/or Strips and Teacher-Gathered Materials (to be provided separately by February 2020).

The back of each card and strip will indicate the grade, content area, session number, item set number, and level of complexity (Task 1, Task 2, or Task 3) for which it will be used.

Some cards have a dot on the front, bottom right-hand corner. The dot represents the orientation of the card and is meant for administration purposes only. The card should face the student so that the dot is always positioned in the bottom right-hand corner.

TEST SECURITY

The security of all test materials must be maintained before, during, and after test administration. A security number is used to account for each secure document. Security checklists are provided to school sites in order to track these secure documents.

Under no circumstances are students permitted to handle secure materials before or after test administration.

Although student-specific test materials (i.e., test booklets, response booklets, passage booklets) are considered secure materials, teachers may have access to all FSAA—Performance Task components prior to administration in order to become familiar with, and to organize, the materials. However, these materials must be checked out and returned to the school's secure area each day. Test materials should never remain in classrooms or be taken out of the building overnight.

A complete description of all test security policies and procedures can be found in the *2019–2020 FSAA—Performance Task Procedural Manual* posted on the FSAA web page of the FDOE website <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml>.

ITEM SET DESIGN AND WALK-THROUGH

Each content area will include a minimum of 19 item sets. ELA (with the exception of grade 3) will include two writing prompts in addition to the 19 item sets. Within each item set are three discrete tasks varying in complexity. On the following pages, we will review the different components of a task in the FSAA—Performance Task.

We will first review the structure of a task as presented in ELA, Mathematics, Science, and Social Studies. The structure of writing item sets will be different and will be reviewed in the *Writing* section found on [page 50](#).

Sample Item Table

Item 2

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

Each item table contains three tasks: Task 1, Task 2, and Task 3. The tasks increase in complexity within each item set.

Task Components

The item set number and the Access Point being assessed are indicated.

Item 2

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	<i>Here is a picture of three erasers.</i>	<input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response
Stimulus picture card: 3 erasers	<i>Which group has a different number of objects than the number of erasers?</i>	Scaffolded Response (when applicable) <input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response
Picture cards: (quarters) (rulers) (books)		

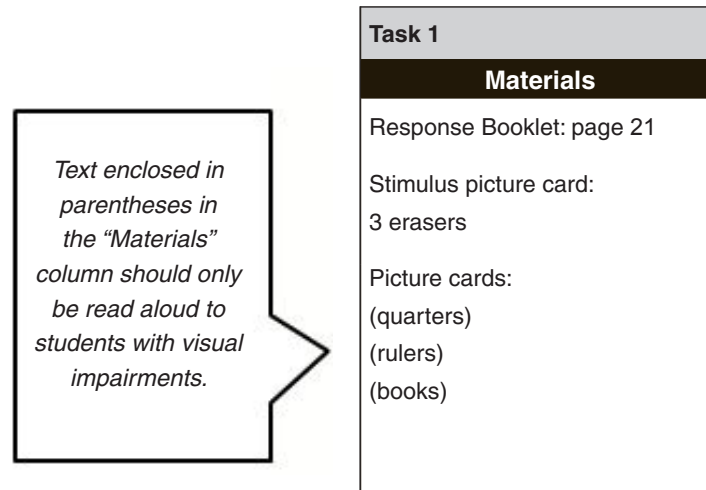
The "Student Response" column is used to record the student's response. Boldfaced text indicates the correct answer(s).

This section is ONLY used for recording the student's second response if Task 1 is presented with scaffolding.

The "Materials" column indicates the components to present with each task including the stimulus and response options. The page number in the response booklet and passage booklet (if applicable) are also provided.

The "Teacher Script" column consists of clear directions for administering each item and scripts that are read aloud to the student. Text that is spoken to the student is in boldfaced italics.

Materials Column



Task 1
Materials
Response Booklet: page 21
Stimulus picture card:
3 erasers
Picture cards:
(quarters)
(rulers)
(books)

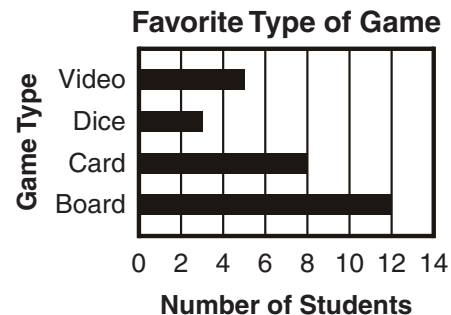
Text enclosed in parentheses in the “Materials” column should only be read aloud to students with visual impairments.

- All materials needed to administer a task will be listed in the “Materials” column.
- The majority of response options will be found in the response booklet and will be indicated in the “Materials” column. The corresponding page number of the response booklet will be indicated in the “Materials” column.
- Some items require the student to manipulate the response options and are therefore provided as cutouts. This will be indicated in the “Materials” column. Follow the directions for laying out cards and strips in the same order as they appear in the “Materials” column (see [page 42](#)).
- The passage booklet contains most passage graphics and all passages. For paired passages, the passage graphics may be presented as large cutout cards. This will be indicated in the “Materials” column.
- Task components are always listed in the “Materials” column in the same order that they appear in the response booklet.
- Any teacher-gathered materials required for a task will be identified in the “Materials” column **and** on the “Content Standards” page.
- Alternative text intended to be read **only** to students with visual impairments will be enclosed in parentheses in the “Materials” column (see above example).
- Accommodations for materials are outlined in the *Accommodations and Criteria for Use* section of this manual on [page 74](#). Students **must** meet certain criteria to use accommodated materials.

Teacher Script Column

Teacher Script
<i>Here is a picture of three jars of paint.</i>
<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>
<i>How many jars of paint does Ms. Tandy need for her class?</i>
Read the number cards to the student.

- Even if the student is an independent reader, the teacher must read aloud the card/strip as indicated in the “Teacher Script” column, unless the directions indicate that the card/strip should not be read aloud.
- It is important that the teacher reads the task script, which is presented in ***boldfaced italics*** in the “Teacher Script” column, exactly as it is written.
- See *Reading the Teacher Script* on [page 38](#) for more specific procedures regarding multiple presentations.
- When presenting the task to the student (as indicated in the “Teacher Script” column), direct the student’s attention to the cards/strips (e.g., point to the cards, run your hand along the bottom of the cards, or hand-over-hand along the cards).
- To facilitate the presentation of tables, charts, graphs, and diagrams, scripts for reading graphic features have been embedded directly into the “Teacher Script” column. See the example below:



Here is a bar graph. It shows four games and the number of students who like each game. It is titled “Favorite Type of Game.” Five students like video games, three students like dice games, eight students like card games, and twelve students like board games.

Student Response Column

Student Response
<input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response
Scaffolded Response (when applicable) <input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response

Task 2 and Task 3 example

Task 1 example with "Scaffolded Response" section

Student Response
<input type="radio"/> A: 3 <input type="radio"/> B: 15 <input type="radio"/> C: 20 <input type="radio"/> D: No Response

- The correct answer or answers will be presented in **boldfaced** text.
- The teacher should indicate the student response by filling in the bubble that corresponds with the student’s answer. **It is important to record student responses as each task is administered.**
- Task 1 is **only** scaffolded if the student responds incorrectly or if the student does not provide a response. Use the top section in the “Student Response” column to record the student’s first attempt and use the “Scaffolded Response” section to record the student’s second attempt. If the student responds correctly on the first attempt of Task 1, leave the “Scaffolded Response” section blank.
- All tasks will include a “No Response” option. Appropriate response time will be determined based upon a student’s typical response time during daily instruction. This will vary per student.

On occasion, a student may supply an answer that is not offered as a response option in the “Student Response” column. If this occurs, the teacher should use allowable redirection strategies (see [page 41](#)) to direct the student’s attention to the response options. If this is unsuccessful, the teacher will indicate “No Response” in the test booklet.

- Some tasks may require the student to select **two** responses. In these instances, both correct answers are **boldfaced** in the “Student Response” column. Teachers should record both of the student’s responses. If the student only selects one answer, only *that* answer should be indicated. It is allowable for teachers to cue students to complete the answer; for example:

“That’s one sentence. Now you need to give me one more.”

Example:

Student Response
<p><input type="radio"/> A: because the tree grows pinecones</p> <p><input type="radio"/> B: because the tree bark changes color</p> <p><input type="radio"/> C: because the tree grows very tall</p> <p><input type="radio"/> D: because the tree needs sandy dirt to grow well</p> <p><input type="radio"/> E: No Response</p>

- Some tasks may require the student to sort, match, or sequence response options. In these instances, the correct response will be described in the “Student Response” column. The teacher will then record whether the student responded correctly, incorrectly, or provided no response.

Example:

Student Response
Indicate “giant/mountain, elephant, ocean” and “tiny/worm, raindrop, dice.”
<input type="radio"/> A: Correct
<input type="radio"/> B: Incorrect
<input type="radio"/> C: No Response
To achieve a score of “correct,” the student must correctly sort all six cards.

The correct response is described for the teacher in the “Student Response” column.

How a student indicates a response will vary per student and should be consistent with the response modes utilized during daily instruction. Some examples of acceptable response modes include:

- o pointing to or touching a response
 - o saying or verbalizing a response
 - o signing a response
 - o looking or gazing at a response
 - o using a switch to identify a response
- Accept any response mode the student utilizes to indicate a response. For example, if the student touches a card, then the touch should be considered the student's response. On the next task, if the student verbalizes a selection, the verbalization should be considered the student's response.
 - If a student selects more than one response option, the teacher should seek clarification. The teacher should instruct the student to choose one answer. If the student selects multiple answers again, the teacher should record the first selection.
 - The correct answer is **boldfaced** and provided in the "Student Response" column; therefore, it is important for the test booklet to be positioned outside of the student's direct line of sight.

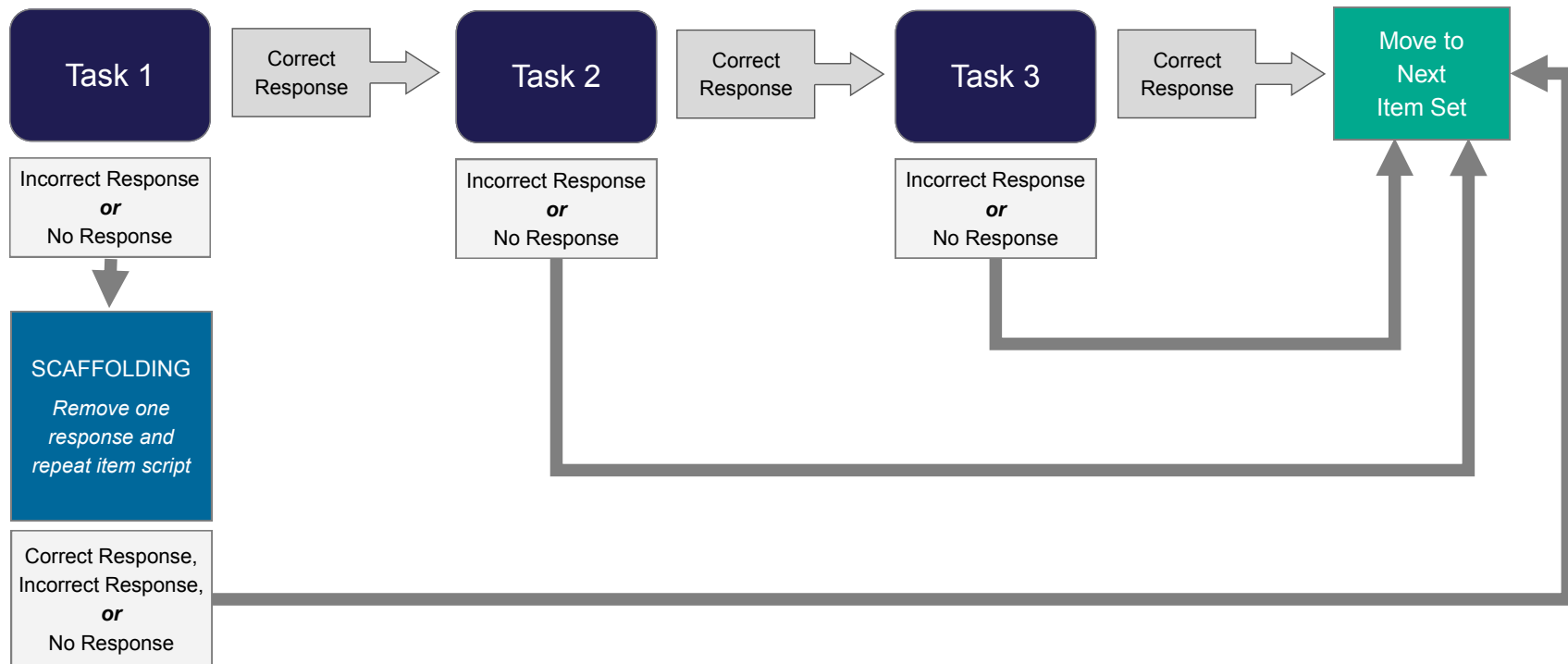
ASSESSMENT ADMINISTRATION

The 2019–2020 FSAA—Performance Task will be separated into the following sessions based upon administration procedures: Session 1, Session 2, and Session 3 (for Writing only). **Each session will require the teacher to follow different administration procedures.** The next section of this manual will describe the procedures in detail.

Session 1	Session 2	Session 3 (Writing only)
<ul style="list-style-type: none">• Item Sets 1–16• Adaptive: Each student is administered Task 1. Task 2 and Task 3 are administered only if the student continues to respond correctly without scaffolding.	<ul style="list-style-type: none">• Item Sets 1–3• Nonadaptive: Each student is administered Task 1, Task 2, and Task 3 in each item set.• Administration of each task is not dependent upon performance on the previous task.	<ul style="list-style-type: none">• Writing Prompts 1 and 2• Each student is administered all five questions and the open-response writing prompt.• Administration of each task is not dependent upon performance on the previous task.

Session 1 Administration

The item sets in Session 1 will be administered in an adaptive format—**the teacher will continue to administer tasks in an item set only if the student responds correctly without scaffolding**. It is important to remember that each item set contains three tasks, all addressing Access Points at varied levels of complexity. The student enters the item set at the lowest level of complexity. As the student moves up through the tasks in an item set, the level of difficulty increases. Scaffolding procedures at the Task 1 level will be discussed in detail on [page 35](#).



The preceding flowchart depicts the Session 1 administration process.

Each student starts at Task 1. A student who responds correctly moves on to Task 2. A student who responds incorrectly at Task 1 will be readministered the task with scaffolding (see [page 35](#) for more information on scaffolding procedures). After the item is readministered with scaffolding, the student then moves on to the next item set.

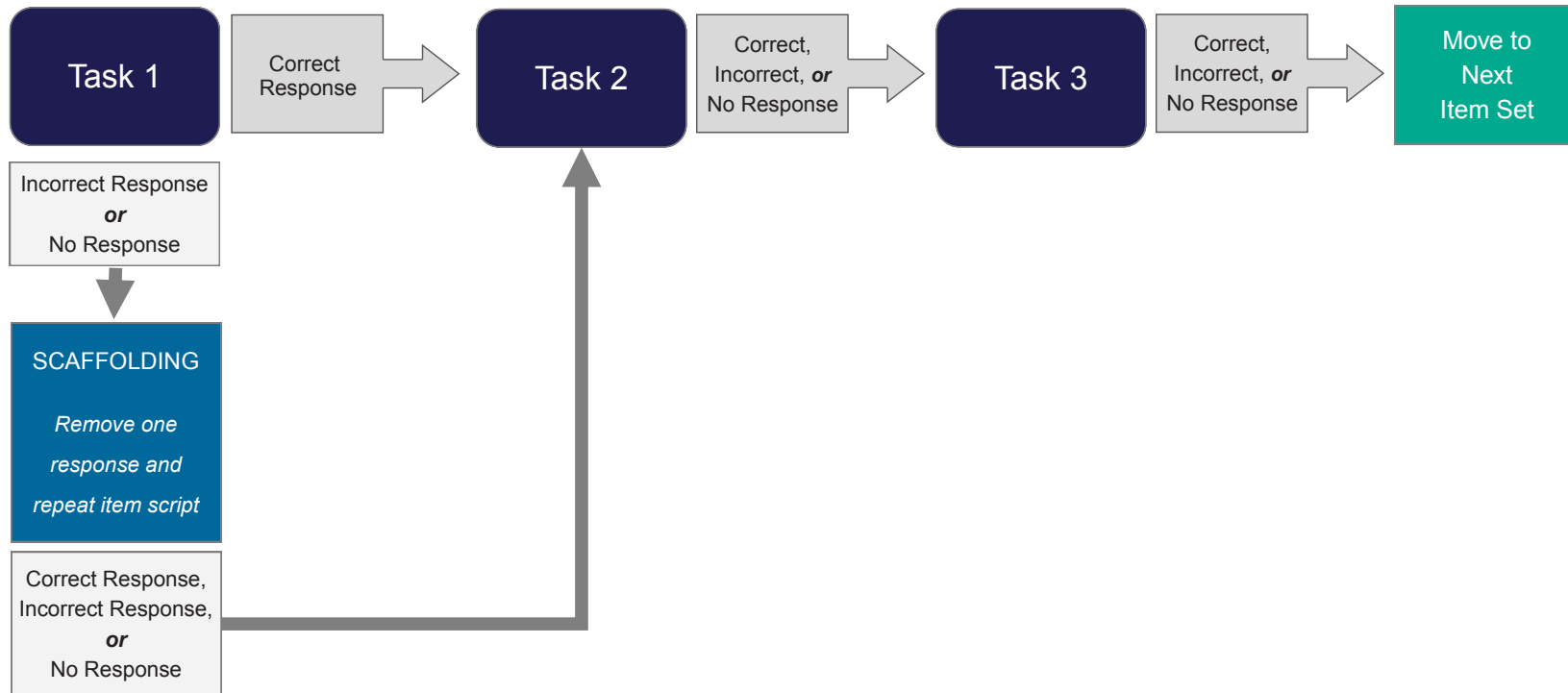
Each student who responds correctly at the Task 2 level moves on to the Task 3 level. A student who responds incorrectly or provides no response at the Task 2 level will move on to the next item set.

Following the administration of Task 3, regardless of whether the student responds correctly, incorrectly, or provides no response, he or she will move on to the next item set.

Session 1 administration allows the student to move up through the item set as tasks increase in difficulty as long as he or she is able to respond accurately and independently.

Session 2 Administration

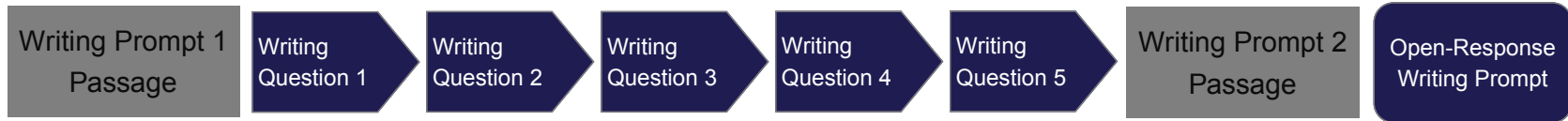
The item sets in Session 2 will be administered in a nonadaptive format—the teacher will administer **all three tasks** in an item set, regardless of whether the student answers each task correctly, incorrectly, or provides no response.



The preceding flowchart depicts the Session 2 administration process. Each student starts at Task 1, then moves on to Task 2 and Task 3 regardless of whether he or she responded correctly, incorrectly, or with no response. Scaffolding procedures apply at Task 1 for Session 2 administration. See the *Scaffolding* section on [page 35](#).

Session 3 Administration

Session 3 will include Writing content only. **Teachers will administer both Writing Prompts 1 and 2 to all students.**



The preceding flowchart depicts the Session 3 administration process. Each student will be read a passage followed by five selected-response questions. The student will respond to these questions by selecting from a field of options in the response booklet. The second passage will be read to the student. The teacher will then administer the open-response writing prompt. The student will respond utilizing his or her primary mode of communication.

Scaffolding procedures do not apply to Writing Prompts 1 and 2 in Session 3.

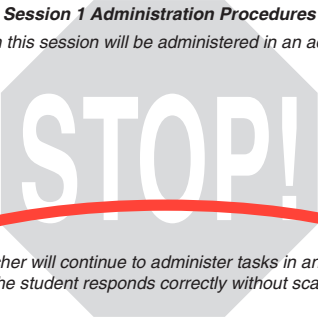
See the *Writing* section on [page 50](#) for more information on administration and components.

Session-specific administration procedures will be indicated at the beginning of each session in the test booklet:

English Language Arts

Session 1

Session 1 Administration Procedures
All item sets in this session will be administered in an adaptive format.



The teacher will continue to administer tasks in an item set only if the student responds correctly without scaffolding.

See p. 28 in the Test Administration Manual for more information.

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO THE SCHOOL ASSESSMENT COORDINATOR.3

Sequence of Administration

Grades 3–8

- Teachers may use their discretion to determine the order of content areas administered based upon what is best for the student. For example, a teacher may choose to administer Mathematics before ELA.
- Please note that **only** the order in which a content area is administered may be flexible. Sessions (Session 1, Session 2, and Session 3) within each content area must be administered sequentially, as they are presented in the test booklet.

ELA 1 and 2, Algebra 1, Geometry, Biology 1, Civics, and U.S. History

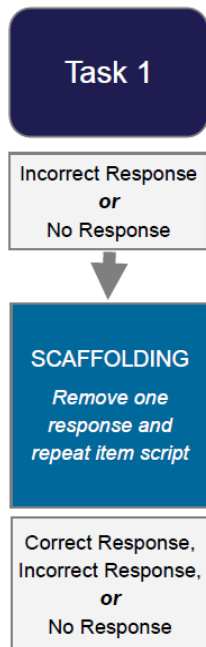
- High school and EOC assessments will be administered on an individualized basis dependent on the student's course enrollment. It is important to administer the sessions as indicated in the test booklets. Teachers may use discretion to determine the administration order of each high school EOC assessment. For example, a teacher may choose to administer Geometry first, then Biology 1.

ADMINISTRATION PROCEDURES

Scaffolding at the Task 1 Level

The FSAA—Performance Task is built on the idea of allowing students to perform to their fullest potential by starting at the lowest level of complexity, Task 1, and working through the remaining levels based upon the accuracy of the student’s response. As the student works through the levels, the tasks increase in complexity.

Scaffolding is the process of reducing the response options for a student who is unable to respond accurately at the Task 1 level only. The complexity of the assessment task is reduced by covering or removing one of the incorrect response options. This scaffolding process must be used systematically within each assessment item for Session 1 and Session 2.



Scaffolding Procedure:

- If a student is unable to complete the Task 1 question accurately, scaffolding will be administered by covering or removing one incorrect response option.
- The student’s incorrect response is the option that is covered or removed, leaving two remaining options. If the student exhibits no response, then the first incorrect option in the “Materials” column will be removed.
- The task is then presented to the student again with only two options.
- If scaffolding is necessary, make sure that the incorrect option is covered with a piece of paper or removed. Do not use your hand to cover the incorrect option.
- **Scaffolding is only administered in Session 1 and Session 2. It is not utilized in Session 3 (Writing).**

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

Task 1		
Materials	Teacher Script	Student Response
Response Booklet: page 21 Stimulus picture card: 3 erasers Picture cards: (quarters) (rulers) (books)	Here is a picture of three erasers. Which group has a different number of objects than the number of erasers?	<input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response Scaffolded Response (when applicable) <input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response

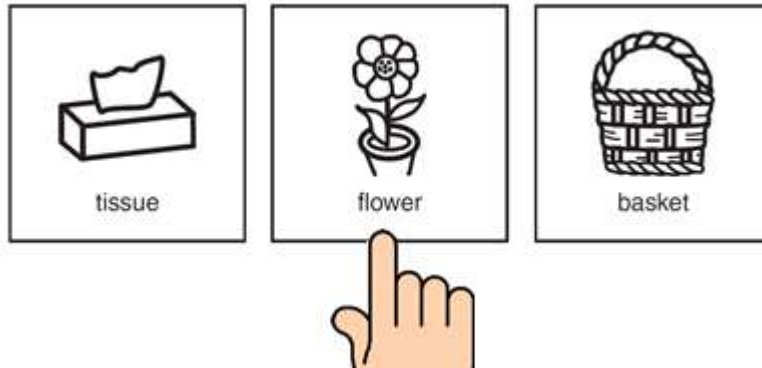
How do I know if an item is to be scaffolded?

- All items requiring scaffolding will contain a “Scaffolded Response” section in the “Student Response” column.



Scaffolding Example A—Student responds incorrectly at Task 1.

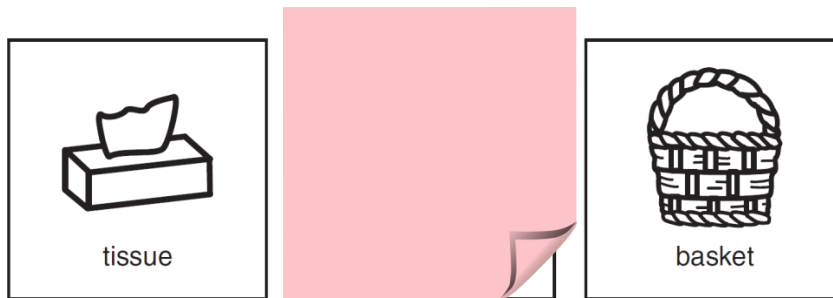
Teacher says, “What is used to carry things?” In this example, the student selects the incorrect option “flower.” The teacher will then bubble in “flower” in the “Student Response” column.



Student Response
<input type="radio"/> A: tissue
<input checked="" type="radio"/> B: flower
<input type="radio"/> C: basket
<input type="radio"/> D: No Response

Scaffolded Response (when applicable)
<input type="radio"/> A: tissue
<input type="radio"/> B: flower
<input type="radio"/> C: basket
<input type="radio"/> D: No Response

The selected incorrect option “flower” is covered or removed. The teacher will repeat the script with the remaining two options. The teacher will then bubble in the student’s second response in the “Scaffolded Response” section.

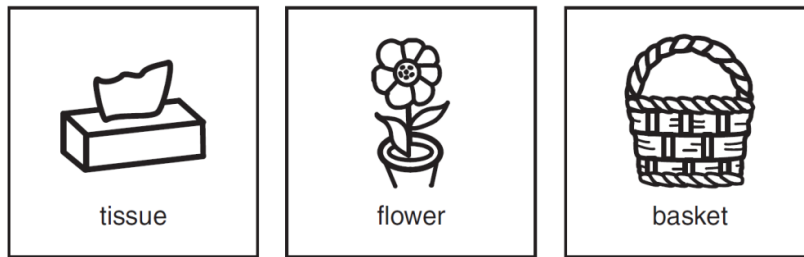


Student Response
<input type="radio"/> A: tissue
<input checked="" type="radio"/> B: flower
<input type="radio"/> C: basket
<input type="radio"/> D: No Response

Scaffolded Response (when applicable)
<input type="radio"/> A: tissue
<input type="radio"/> B: flower
<input checked="" type="radio"/> C: basket
<input type="radio"/> D: No Response

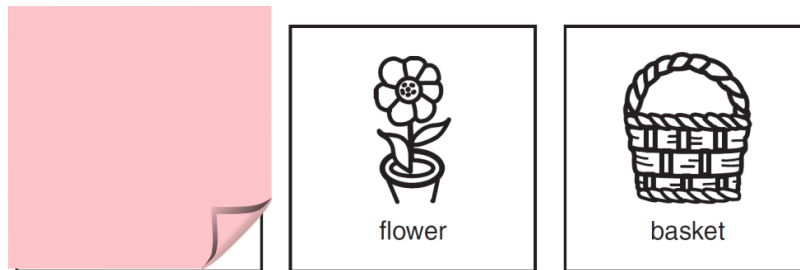
Scaffolding Example B—Student does not respond at Task 1.

Teacher says, “What is used to carry things?” In this example, the student does not respond within the predetermined interval even after the teacher repeats the script two times. The teacher will then bubble in “No Response” in the “Student Response” column.



Student Response
<input type="radio"/> A: tissue <input type="radio"/> B: flower <input type="radio"/> C: basket <input checked="" type="radio"/> D: No Response
Scaffolded Response (when applicable)
<input type="radio"/> A: tissue <input type="radio"/> B: flower <input type="radio"/> C: basket <input type="radio"/> D: No Response

The first incorrect option in the “Materials” column, “tissue,” will be covered or removed during scaffolding. The teacher will repeat the script with the remaining two options. The teacher will then bubble in the student’s second response in the “Scaffolded Response” section.



Student Response
<input type="radio"/> A: tissue <input type="radio"/> B: flower <input type="radio"/> C: basket <input checked="" type="radio"/> D: No Response
Scaffolded Response (when applicable)
<input type="radio"/> A: tissue <input type="radio"/> B: flower <input checked="" type="radio"/> C: basket <input type="radio"/> D: No Response

Reading the Teacher Script

It is imperative that the teacher follow the script in the “Teacher Script” column verbatim. The teacher should read only the task script (***boldfaced, italicized*** wording) to the student. Words that are not in ***boldfaced italics*** are directions for the teacher (e.g., point to the . . . , place the cards . . .) and should not be read aloud to the student.

When reading the script, it is very important to pay close attention to underlined and *italicized* text in the “Teacher Script” column. Underlined words may give specific instructions for test administration, especially when assessing fluency, or may indicate an emphasis in the directions.

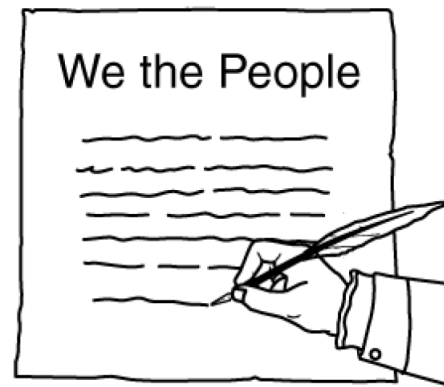
Examples include:

Do not read or sign the word cards to the student.

Do not read or sign the sentence strips to the student.

Reading the Text in Graphics

If a graphic includes text, this text should be read aloud to the student. For example, the teacher should read “We the people” aloud to the student in the graphic on the right.



When Should Pointing Be Used?

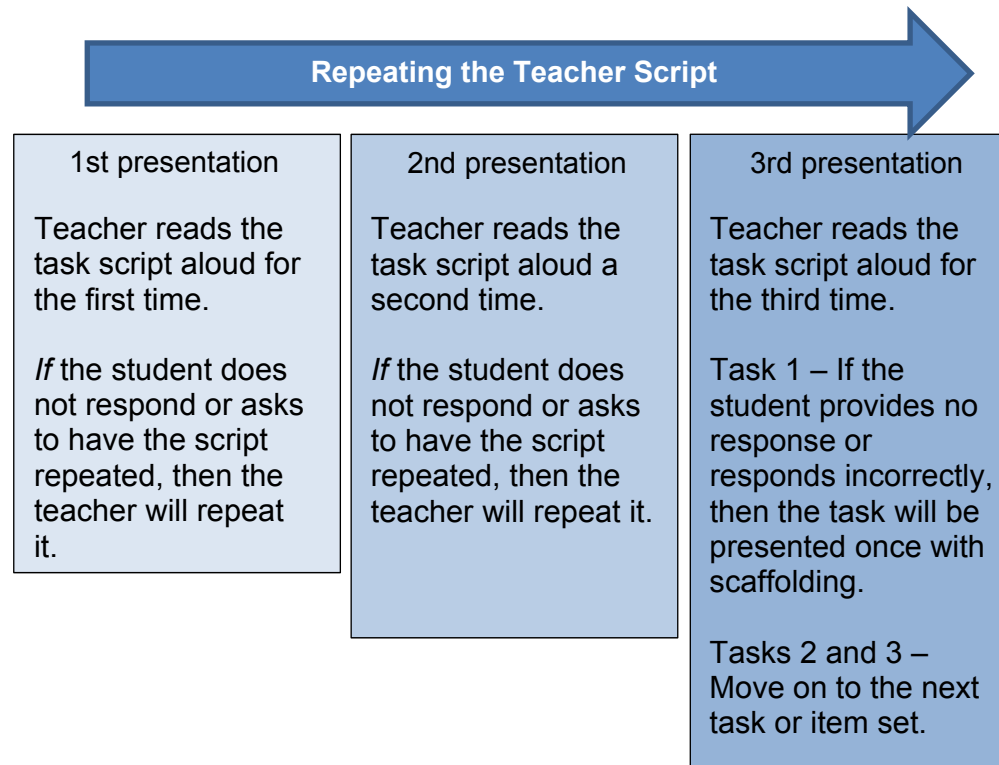
The teacher may use pointing to draw the student’s attention to components of the assessment. Pointing should **not** indicate the correct answer.

- The teacher should point to parts of a chart, table, graph, or diagram as they are read aloud to the student (e.g., the teacher will point to the title of a graph as the title is read aloud to the student). It is up to the teacher’s discretion as to how much pointing or physical movement is required to direct the student’s attention to the areas or features that are being read.
- On some occasions, the direction to “Point to . . .” is specifically stated in the “Teacher Script” column. For example, when there is more than one stimulus graphic presented to the student, the teacher will be directed to point to specific graphics as the task script is read aloud.

Repeating the Teacher Script

Follow the administration directions and read the task script (***boldfaced, italicized*** wording) to the student.

- Allow wait time for the student to respond. Wait time may vary from student to student.
- If the student does not respond after the predetermined wait period, or if the student requests, repeat the task script and wait for the student to respond.
- The script can be repeated up to two times. See the diagram below.



At the Task 1 level only: If the student does not respond after the task script is read aloud for the third time, follow the scaffolding process by covering up or removing an incorrect answer and repeating the script once with scaffolding.

Procedure for repeating the passage: The passage is not part of the teacher script and therefore should not be repeated as part of it. The passage may be repeated upon student request.

Redirection Strategies

A student may need a verbal or nonverbal cue to begin a task or to refocus on a task. If these strategies are used during daily instruction, then the teacher may provide them on the FSAA—Performance Task.

Redirection strategies may be used if:

1. They are consistent with the cues used during daily instruction.
2. They are for redirection and refocusing only; they should **not** cue the correct answer to the student.

Examples of different forms of cues to help redirect or refocus a student:

- Repeat directions, rules, or the task script when needed to help the student get back on track. The teacher script can be repeated up to two times, for a total of three times.
- Provide nonverbal refocusing to reengage the student with the task. Nonverbal cues may consist of, but are not limited to, lightly tapping on the work surface, pointing to assessment components, or attempting to establish eye contact. Pairing verbal and nonverbal cues can be highly effective.
- Provide minimal physical cuing such as lightly touching a student's hand to refocus back to the task. Minimal physical cuing should not control the student's movements.

Some items require the student to give more than one response. It is allowable for teachers to cue students to complete the answer; for example:

“That’s one sentence. Now you need to give me one more.”

Reinforcement & Encouragement

Reinforcement to encourage the student to keep working is allowed, as long as it occurs without indicating whether the student's response is correct or incorrect. Teachers should use methods that are consistent with a student's daily instruction.

- Examples of verbal encouragement may include the following:
 - o *“I like the way you are working.”*
 - o *“You are focusing so nicely.”*

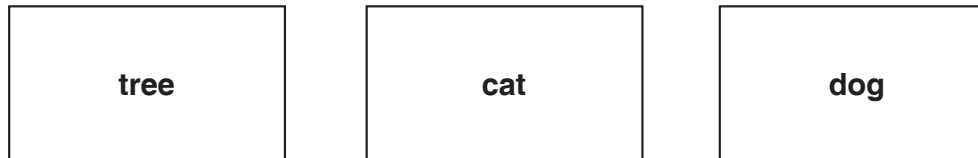
Cutout Cards and Strips

Cutout cards and strips should be placed on the work surface in the exact order in which they are presented in the “Materials” column. The stimulus cutout card or strip should be placed in direct view of the student. The response cutout cards and/or strips listed in the “Materials” column should be placed going from left to right, top to bottom, or clockwise for corner placements in front of the student. Below are three different presentations for laying out cutout cards and strips with three response options.

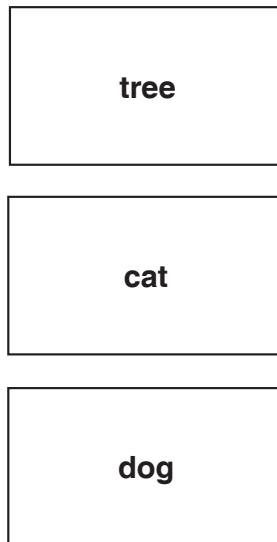
Sample “Materials” column:

tree
cat
dog

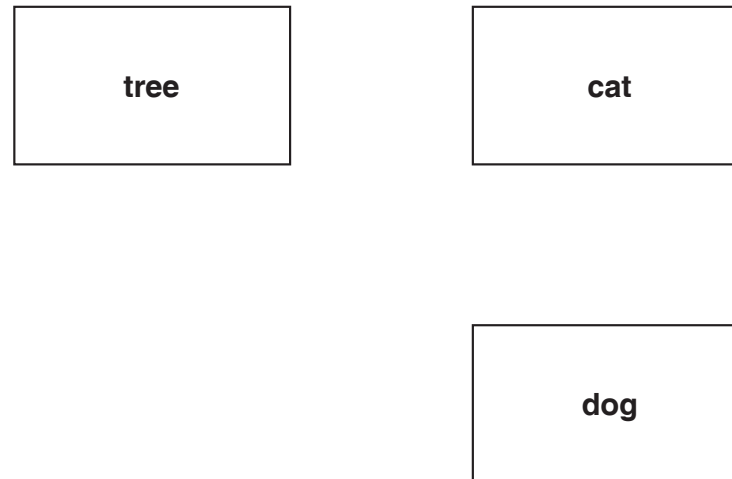
OPTION 1



OPTION 2



OPTION 3



Below is the presentation for laying out cutout cards and strips with four response options. The options must be placed in the same order (left to right) as listed in the “Materials” column.

Sample “Materials” column:

short

tall

funny

happy

short

tall

funny

happy

Teacher-Gathered Materials

Teachers will sometimes need to provide materials, such as rulers, calculators, or generic counters, in order for a student to answer a question. Any teacher-gathered materials required for a task will be listed below the heading “Teacher-gathered” in the “Materials” column of the test booklet, as well as on the first page of the content area. These materials are also identified in the List of Cards and/or Strips and Teacher-Gathered Materials, an administration support document which will be provided by February 2020.

When a task requires teacher-gathered materials, the response booklet will have a blank page with the notation:

**This page has been intentionally left blank.
Please use teacher-gathered materials; they
may be placed on this blank page.**

The materials may be placed on the blank page of the response booklet or on the work surface. It is important that the materials are within the student’s view. If they need to be manipulated by the student, they must be within the student’s reach.

CONTENT-SPECIFIC INSTRUCTIONS

Social Studies

On some occasions in Civics and U.S. History, there will be a small amount of text introducing a chart (see example below). The teacher script will indicate:

“Read the introductory text in the stimulus word/picture card to the student. Then read the text describing the chart below.”

The history of Ybor City spans from 1886 to the present. The chart shows how the city has changed in the past 150 years.

Ybor City Late 1880s to the 1980s

Year	Event
Late 1880s	First cigar factory built
1920s	More factories opened in Ybor City
1930s	People bought fewer cigars; number of cigar factories decreased; people moved away from Ybor City to find jobs
1980s	Tourists came to enjoy the newly opened restaurants in Ybor City; new jobs created

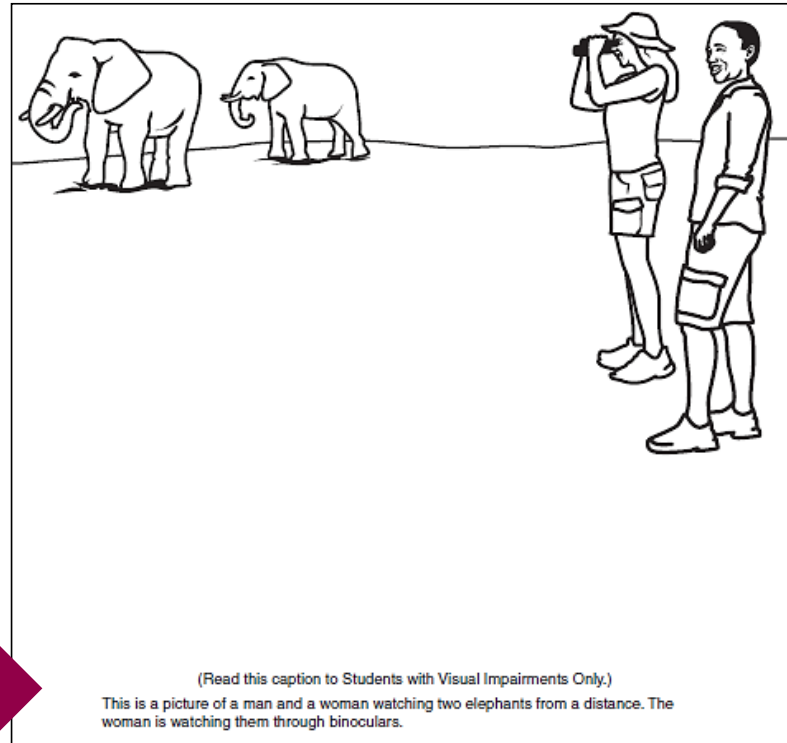
Mathematics

- Calculators, number lines, generic counters (e.g., counters, base-ten cubes), scratch paper, multiplication tables, and pencils may be set out on the work surface for the student to use for any Mathematics task **if** the student uses them during daily instruction.
- At the end of each task, the teacher should say to the student, “*You may use the _____ to help you answer the question.*”
- Some items specifically require the use of these tools. When a calculator, number line, and/or generic counters are required, they are designated in the “Materials” column as teacher-gathered. All students must be offered the tool to assist them in solving the problem.

English Language Arts

- Passages and passage graphics are provided in the passage booklet.
- Passage graphics are on the left page of the open booklet and the related passage is on the right page. The passage booklet should be placed on the work surface before reading the passage. The booklet should be placed close enough to the student so that the student has access to view the passage graphic and passage as the teacher reads. Keep the booklet open to the passage until all tasks for that passage have been administered. In some cases, tasks that utilize paired passages will be laid out differently in the passage booklet. Text for each passage will appear side by side in the passage booklet, and the corresponding passage graphics will be presented as large cutout cards that will be placed directly above each respective passage.
- All passages must be read aloud by the teacher, even if the student is an independent reader, unless directions instruct the teacher not to read or sign the text to the student. Follow the directions in the “Teacher Script” column when reading the passage to the student:
 - The specified passage must be read each time the directions indicate to do so.
 - If the directions do not indicate to read the passage to the student, the passage may not be read in that part of the item set.
 - Some tasks only require a portion of the passage to be read. The paragraphs are numbered to facilitate administration.

- Below the passage graphic is a short caption that describes the picture. This caption should be read only to students with visual impairments. Read the title of the passage before reading the picture caption.



Alternative text

Fluency

Some ELA items may require the student to independently read letters, words, or passages. If so, the teacher will be instructed not to read aloud the words and/or sentences to the student in the “Teacher Script” column with underlined instructions.

Students with a visual impairment who use braille during daily instruction must use the braille version of test materials to show understanding of decoding skills for fluency items. Refer to the *Accommodations and Criteria for Use* section on [page 74](#) of this manual regarding accommodations for students with visual impairments.

Below is an example of how a fluency task is presented to a student who is deaf/hard-of-hearing.

When a teacher is asked to read a word to the student, the teacher will sign the word, but not finger spell the word, to the student. The student can then select the word or finger spell the word.

Example of a Fluency Item Involving Identifying Words Read Aloud	
<u>Materials</u>	Word cards: not pop six
<u>Access Point</u>	The student will read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.
<u>Teacher Script</u>	<i>Which word is “six”?</i> (Use the sign for the number six.) <u>Do not read or sign the word cards to the student.</u>
<u>Student Response</u>	Student will indicate six either by pointing to the option or finger spelling s-i-x.

Spelling

When assessing spelling, there may be a stimulus sentence strip with a misspelled word within the sentence. The sentence should be read to the student with the misspelled word being pronounced as if it were spelled correctly.

Synonyms and Homophones

When administering tasks that include homophones (words that sound alike but are spelled differently) to students with visual impairments, spell the homophone each time after it is pronounced.

When administering tasks that include synonyms (words with identical or similar meanings) to students who are deaf/hard-of-hearing and who also use sign language as their primary mode of communication, teachers may be instructed to finger spell words.

Writing

The writing design is intended to assess a student’s ability to compose a writing product in response to text. The writing prompts will include two levels of complexity:

Writing Prompt 1 consists of five selected-response questions in response to text. These questions are not written to increase in complexity from low to high. The series of selected-response questions is intended to lead a student to a full writing product; for example, the student will identify the topic, supporting details, and a conclusion:

Question 1

- Identify the topic/claim.

Questions 2–4

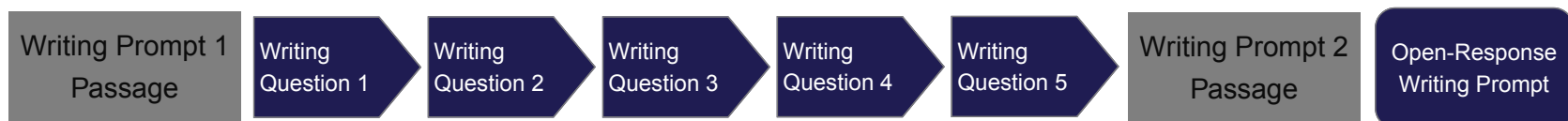
- Identify details/evidence to support the topic/claim.
- Logically organize the ideas.
- Use domain-specific vocabulary.
- Link ideas correctly/use linking words.

Question 5

- Identify a conclusion.

Writing Prompt 2 is an open-response format where the student is guided through a series of scripted prompts to create a written product utilizing his or her primary mode of communication. For example, the student may verbalize a response, write a response, or use pictures to compose a response, etc. Supports such as writing templates and outlines are provided to help the student respond.

All students will follow the administration sequence presented in the flowchart below:



It is important to make sure to read the correct passage for each writing prompt. The questions are directly aligned to the information the student receives from the corresponding passage.

Writing Prompt 1: Selected Response

- The selected-response questions are structured in a familiar format with a “Materials” column, a “Teacher Script” column, and a “Student Response” column.
- The FS-APs being assessed will be identified for each question.
- All five questions must be administered to the student.
- There is no scaffolding procedure for Writing.
- Passages are located in the ELA passage booklet, and response options are located in the ELA response booklet.

The Florida Standards Access Points being assessed are indicated for questions 1–5.

Question 1 Introduce a topic clearly and group related information in paragraphs and sections.		
Materials	Teacher Script	Student Response
Response Booklet: page 93 Passage Booklet: page 23 The First Telephone Word/picture cards: envelope container telephone	<p><i>You are going to write a report about the invention of the telephone. You will use information from the passage in your report.</i></p> <p>Read the first sentence to the student.</p> <p><i>Which word tells what your report is about?</i></p> <p>Read the word/picture cards to the student.</p>	<input type="radio"/> A: envelope <input type="radio"/> B: container <input checked="" type="radio"/> C: telephone <input type="radio"/> D: No Response

Writing Prompt 2: Open Response

- The open-response prompt requires students to create a writing product in response to text. A series of questions within an item set are presented to the student in a standardized, scripted sequence of steps.
- Each student will be administered one open-response writing prompt.
- The student will be guided through a passage and will be asked to respond **using information from the passage**.
- The student will use the student response template to write his or her response. The student will respond using his or her primary mode of communication utilized during daily instruction.
- A student may use a computer-based program like Notepad or Google Docs to generate his or her response, as long as it is something the student uses during daily instruction. If the student is using a program that is Internet-based, the student will need to be monitored closely to ensure that he or she is not accessing any other resources.
- At some grade levels, the student will be provided sentence starters as a means of facilitating a response.

Writing Type and Skills Addressed

This table indicates the type of writing and the components the student will be asked to compose in his or her writing product.

Type	Student Response Includes
Informative	<ul style="list-style-type: none">• Title• Introduction• Details from the Passage that Support the Topic• Conclusion
Persuasive	<ul style="list-style-type: none">• Title/Greeting• Introduction• Reasons from the Passage that Support the Claim• Conclusion
Informative or Persuasive	<ul style="list-style-type: none">• Title/Greeting• Introduction• Details from the Passage that Support the Topic or Reasons from the Passage that Support the Claim• Conclusion

Open-Response Components

Teacher Script

Writing Prompt 2

Passage Booklet: page 25, Animals at Night

Large Cutout Card: Student Response Template

Writing Prompt

Produce a clear, coherent draft (e.g., select/generate responses to form paragraph/essay) that is appropriate to the specific task, purpose, and audience for use in developing a permanent product.

Teacher Script

You are going to write a report about animals that are busy at night. You will include a title, an introduction, supporting details, and a conclusion. You will use information from this passage in your report.

Read the passage to the student.

Here is the title of the passage.

Point to and read the title to the student.

You will write your own title for your report about animals that are busy at night.

What new title will you use for your report?

Point to section 1 in the Student Response Template.

An introduction tells readers the topic, or purpose, of what they are about to read.

Here is the introduction for the passage.

Point to and read the first sentence in the passage to the student.

You will write an introduction for your report about animals that are busy at night.

What is your introduction for your report?

Point to section 2 in the Student Response Template.

Item continued on the next page

- The “Teacher Script” column provides the teacher with a script and instructions to guide the student through the process of creating a writing product.
- The page number in the passage booklet and the passage title are located above the “Teacher Script” column.
- It is important that the teacher read the the task script (presented in ***boldfaced italics***) in the “Teacher Script” column exactly as it is written.
- The “Teacher Script” column indicates which part of the passage is read aloud to the student.
- The “Teacher Script” column also indicates which section to point to within the student response template.

Student Response Template

Student Name: _____ FLEID: _____

1. _____

2. _____

3. One animal that comes out at night is _____.

4. At night some animals _____.

5. _____

Each open-response writing prompt will include a student response template. This template is located in the back of the test booklet. Spaces for the student's name and FLEID are located on the front of the template. Write the student's name and FLEID on the correct lines on the template **PRIOR** to the administration of Session 3. The teacher **must** cut the template out of the test booklet prior to administration.

- Each section of the student response template is numbered.
- Students will systematically be guided through the sections of the student response template. For example, elementary-age students will be asked to first develop a title and then an introduction.
- The teacher will present the sections in the template in the same order as they are indicated in the teacher script.
- If the student does not respond, the teacher will indicate "No Response" on the corresponding section of the template.

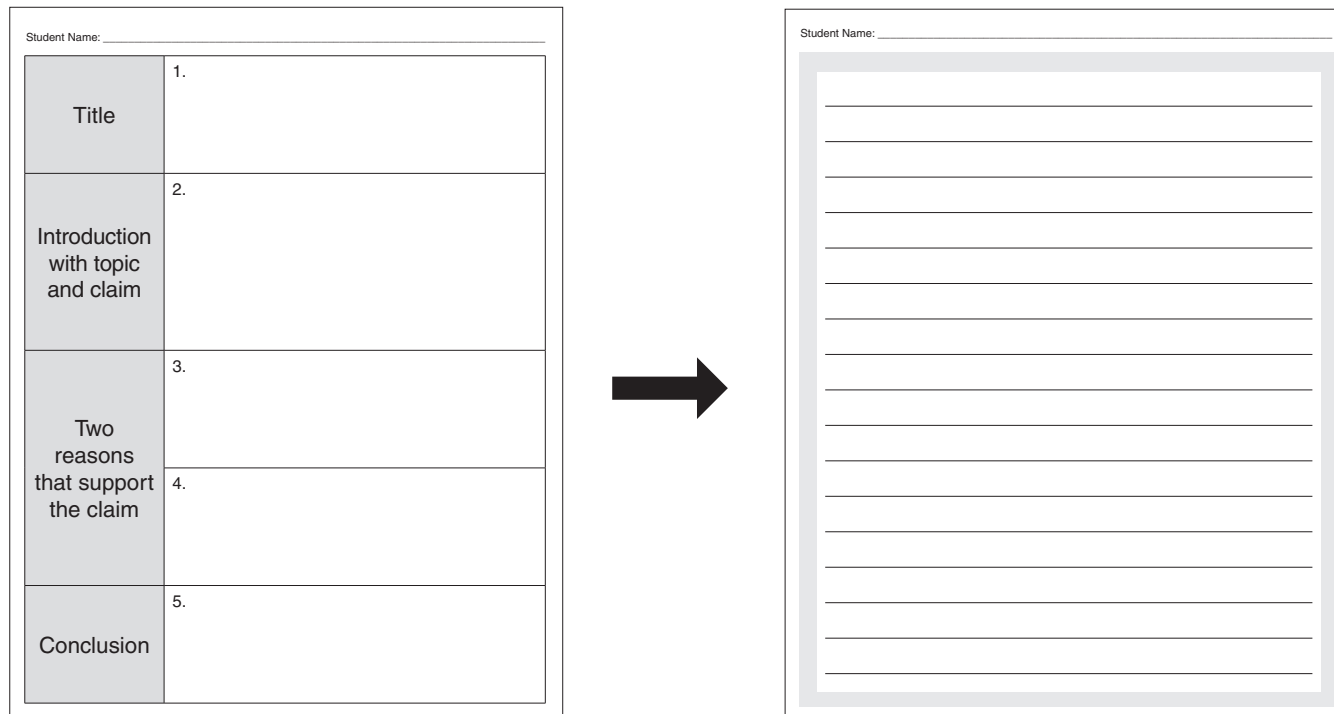
The teacher may present the student response template in an electronic format (i.e., computer, tablet) if:

- the teacher types the sentence starters exactly as they appear on the student response template
- the student uses this mode of responding during daily instruction

IMPORTANT: The student response template is a secure document. Once the student response is printed, the teacher must delete all electronic versions from the device or computer.

For grades 9–10 only: in addition to the student response template, a student outline may be included to help the student organize ideas before writing his or her response. Both of these documents are located in the back of the test booklet. The teacher **must** cut them out of the booklet prior to administration.

- The student will be guided to first complete the student outline.
- The student will then be guided to use the information from the student outline to create a writing product. The student’s product is recorded on the blank student response template.
- Teachers should “assist as needed” to help the student transition from the student outline to the student response template. The level of assistance will vary per student.
- All responses **MUST** be written in English. Completing the open-response writing prompt in any other language will adversely affect the student’s score.



Open-Response Writing Prompt Administration Resources and Preparation

Prior to Assessment Window

1. Topic and General Vocabulary List

The Topic and General Vocabulary List will include one topic per grade and a list of recommended vocabulary words. Teachers are encouraged to introduce words and/or phrases that deal with the provided topic into the student's vocabulary.

Allowable Preparation

- Introduce words and/or phrases that deal with the provided topics into the student's vocabulary.
- Prepare these words and/or phrases in a mode of communication that is appropriate to the student. For example, if the student uses an alternative communication device or PECS, add the new words, phrases, and symbols to the device or as picture-selection options.
- Provide students with activities during daily instruction that deal with the open-response topics. For example, if the topic is animals at night, explore books, websites, and other media dealing with nocturnal animals.

Non-allowable Preparation

- Preparing full sentences as a response is not allowed. This does not meet the intent of the open-response writing prompt in which the student independently composes a response.

2. Practice Open-Response Writing Prompts

Practice open-response writing prompts are available on the FSAA Portal and in the printed practice kits. Teachers should administer the practice open-response writing prompts to students in order to best prepare for the 2020 administration. Resources available for teachers on the FSAA Portal:

- Vocabulary lists to use with each practice open-response writing prompt. Teachers are encouraged to use the provided practice vocabulary lists to determine the best format/mode of presentation for the vocabulary prior to the 2020 administration.
- Blank student response templates and student outlines. PDF versions are available on the portal and may be printed as often as needed.
- Sample scoring rubrics are available on the FSAA Portal for teachers to use with each of the practice open-response writing prompts. The sample rubrics will provide teachers with clear expectations on scoring parameters for FSAA—Performance Task writing products.

During Assessment Window: Grade-Specific Vocabulary List

A grade-specific vocabulary list will be included in the back of the student’s test booklet. This page must remain in the test booklet; it cannot be removed or photocopied. Teacher-created materials based on this list **MUST** be returned with the other secure testing materials once testing is complete. This list will include 20–50 vocabulary words that can be made accessible to the student **during** the administration of the open-response writing prompt. The teacher should present the recommended vocabulary in the format (i.e., words, pictures, symbols) that is most familiar to the student. The intent for providing a grade-specific vocabulary list is to ensure that all students have the opportunity to compose a response by providing access to vocabulary. The intent is **not** to pre-teach this provided vocabulary.

The teacher should consider what the student uses to respond during daily instruction.

Grade-Specific Vocabulary List

This list includes vocabulary words that can be made accessible to the student during administration of Practice Test Writing Prompt 2. The teacher should present the recommended vocabulary in the format (i.e., words, pictures, symbols) that is most familiar to the student. See page 56 in the *Test Administration Manual* for more information.

Grades 3–5 Practice Test: Animals at Night

Nouns/Pronouns	Verbs	Adjectives/Adverbs/ Descriptors
animals	sleep(ing)	some
night	fly	active
day	eat	busy
skunks		nighttime
food		most
bats		
owls		
mice		
fruit		
plants		
bugs		
fish		

Open-Response Writing Prompt Vocabulary Guidelines

Use these open-response writing prompt vocabulary guidelines when preparing for administration of the open-response writing prompt.

Open-Response Writing Prompt Vocabulary Guidelines	
1. The presentation is consistent with what the student uses to respond during daily instruction.	<p>The quantity and complexity of words/pictures/symbols presented should be consistent with what the student utilizes during daily instruction.</p> <ul style="list-style-type: none"> • Does the student compose writing products using a word bank? If so, how many words are typically presented in a field during daily instruction? • Does the student compose a writing product using words/pictures/symbols? If so, how many words are typically presented in a field during daily instruction?
2. The presentation allows the student to compose a response in a mode consistent with daily instruction.	<p>The student should use the communication mode/system with which he or she is most competent and that provides the most accessibility to create a writing product. Allow the student to select the word/picture/symbol in the communication mode in the same manner as used during daily instruction (e.g., speaking, signing, voice output device, pointing, or eye gaze).</p>
3. The presentation allows the student to compose a product.	<p>The presentation must allow the student to compose an idea or thought. To ensure that all students have this opportunity, an efficient number of words/pictures/symbols must be presented in a field for each question.</p> <ul style="list-style-type: none"> • There are no restrictions to the number of options provided in the field, although a minimum of three options is recommended. Example 1 displays a communication board with 12 options. • In order for some students to “compose” a product, the teacher may present multiple opportunities for the student to select words/pictures/symbols. In Example 2, the student may first select “mice” from one field and then may next select “night” from a second field. The student has composed the response “mice night.” • Preparing vocabulary in full-sentence format is not allowed.
4. The presentation allows the student to compose a correct and/or incorrect product.	<p>The presentation of vocabulary must not only allow for the student to compose a correct product, but must also allow for an incorrect product. Be sure to include appropriate distractors in the field of options. An error-free presentation is not permissible. In Example 3, the teacher has included “plants” as an incorrect option.</p>

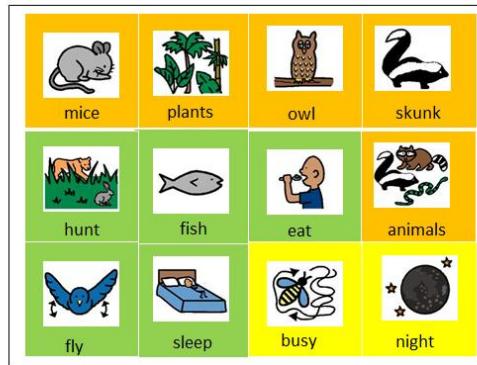
Practice Task: Animals at Night

You will write your own title for your report about animals that are busy at night.

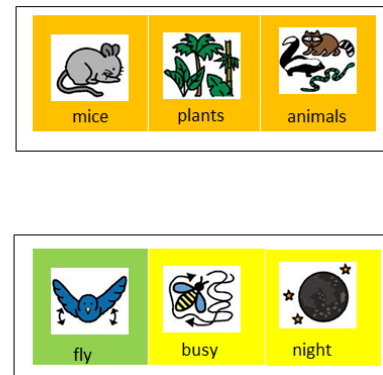
What new title will you use for your report?

Point to section 1 in the student response template.

Example 1

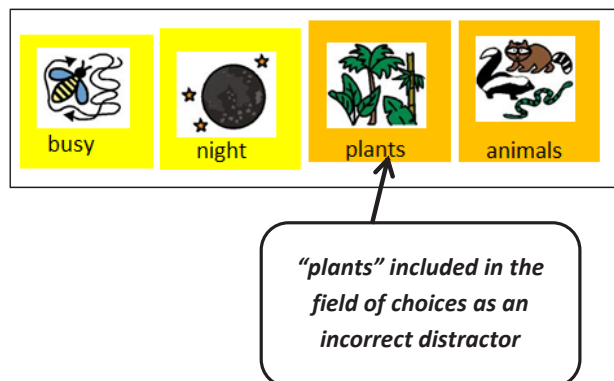


Example 2



Student first selects "mice."
Student next selects "night" to compose the response "mice night."

Example 3



Scribing Protocol for Open-Response Writing Prompt

A student may require the use of a scribe in order to capture his or her response for the written product. For example, a student may verbalize his or her response while the teacher records the response verbatim on the student response template.

Below are some examples of how scribing can be used to capture student responses for the open-response writing prompt.

Student Primary Response Mode	What the Student Response May Look Like . . .	Teacher Scribing Protocol
Verbal	Student verbalizes his or her response.	Teacher will record the student's verbal response verbatim onto the student response template or student outline.
Gestural	Student points to, touches, or gazes at his or her response.	Teacher will record the interaction with the words/pictures/objects as observed onto the student response template or student outline.
Sign Language	Student signs his or her response.	Teacher will record the student's signed response verbatim onto the student response template or student outline.
AAC Device/System	Student utilizes his or her primary AAC system or device.	Teacher will record the student's interaction with the AAC system or device as observed onto the student response template or student outline.

When scribing the student response:

- The teacher records exactly what the student communicates directly onto the student response template or student outline.
- The teacher is allowed to correctly spell all words and punctuate text (these conventions are not scored).
- The teacher allows the student to edit his or her response and makes the student-requested changes, even if incorrect.
- The teacher will record “No response” on the student response template or student outline when applicable.
- IEP documentation of scribing protocol is not necessary for a student to use this allowable adjustment during administration of the FSAA—Performance Task. However, it is recommended that a scribing accommodation be documented as a best practice if a student uses a scribe during daily instruction.

On most occasions the teacher will actively scribe the student’s response as he or she is administering the writing prompt. However, it is allowable to request a third party to act as a scribe if assistance is needed to capture the student’s response.

Who can serve as a scribe?

Any certified, licensed, or non-licensed district employee may serve as a scribe if:

- he or she has received district-provided training on proctoring,
- he or she has completed the Test Administration and Security Agreement and Test Administrator Prohibited Activities Agreement (found in the 2019–2020 *FSAA—Performance Task Procedural Manual*), which is available on the FSAA web page of the FDOE website <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml>, and
- he or she is familiar with the student and with the student’s mode of communication.

Annotation for Open-Response Writing Prompt

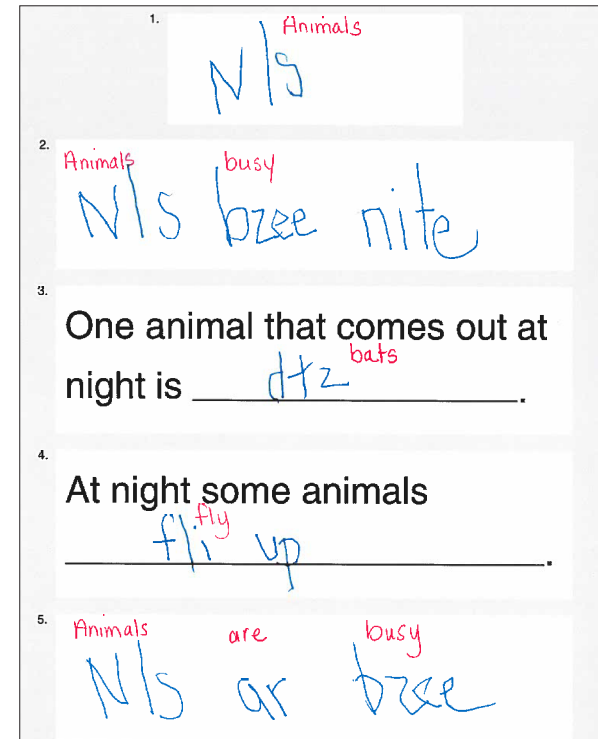
In cases where a student creates a written product that may not be easily interpreted by a novel reader (e.g., inventive spelling, hard-to-read penmanship, or use of symbolic expressions), the teacher must provide annotations directly on the student's written work.

The teacher will add annotated notes to the student's handwritten or typed response to clarify illegible writing and correct spelling and punctuation to ensure appropriate interpretation.

- Annotation procedures **only** apply if the student has **handwritten** or **typed** his or her response.
- Annotation does **not** alter the intent of the student's original response.
- Annotation ensures that the response is interpretable and meaningful to a novel reader such as a scorer.
- All teacher annotations should be included directly on the student's response.
- All teacher annotations should be written in a different color ink than the student's response.
- All teacher annotations should be written above or below the student's words, pictures, symbols, or objects so as not to cover any part of the student's response.

For students who braille their response:

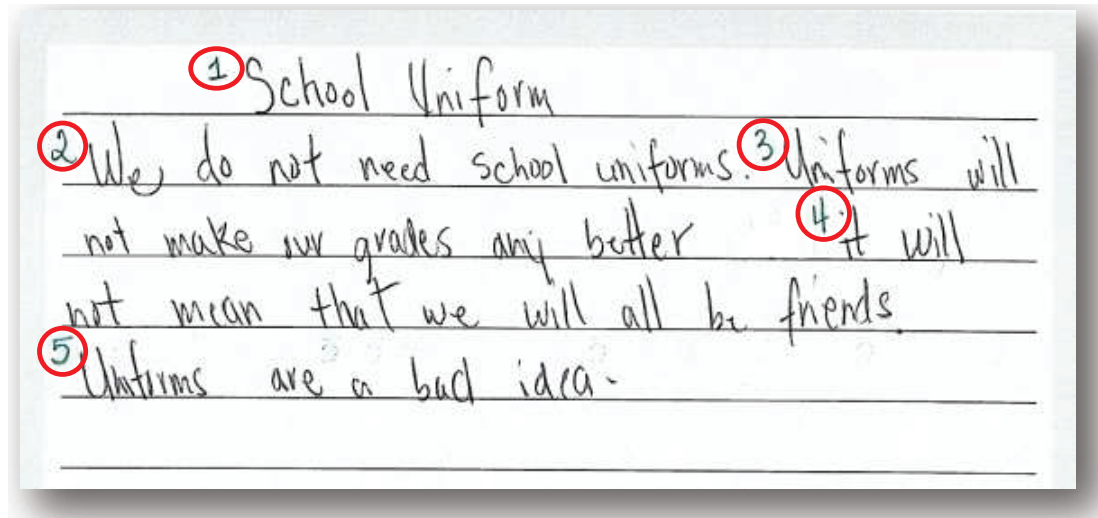
- The teacher will transcribe/annotate the response directly on the student response template or student outline using the guidelines above. The template or outline will be scanned and uploaded into the online system for the purpose of scoring the student's response.



Labeling the Student Response Template for Grades 9 (ELA 1), and 10 (ELA 2)

Label each section on the student response template before uploading in order to inform scorers of the student's intent. For example, the teacher should clearly label the student's conclusion with "5" to inform the scorer that the sentence was composed as a conclusion. The teacher should record the corresponding section number at the beginning of each section of the student response. The section numbers are indicated in the following chart and also correspond with the numbering in the student outline.

Section of Student Response	Section Number
Title or Greeting	1
Introduction	2
First Supporting Detail or Reason	3
Second Supporting Detail or Reason	4
Conclusion	5
Omitted Response	leave blank



Return of Open-Response Writing Prompt Materials

Following submission of the open-response writing prompt into the online system, the teacher is required to return the **completed** and **blank** student response templates and student outlines to the School Assessment Coordinator. These are considered **secure** materials. Prior to uploading the documents, check to make sure the templates include the student's name and FLEID number.

In addition, all support materials, such as picture symbols, word cards, word banks, and other teacher-created supports that were prepared for the Writing Prompt 2 administration must be returned to the School Assessment Coordinator. See [page 69](#) for more information on the return of assessment materials.

BEFORE, DURING, AND AFTER ADMINISTRATION

The following pages discuss preparation, planning, and procedures to follow before, during, and after the assessment administration.

Before Administration of the Assessment

Advance preparation is critical for administering the FSAA—Performance Task. The following steps should be completed well in advance before materials arrive:

- Read the *FSAA—Performance Task Test Administration Manual* to review the assessment administration outlined during training.
- Review the student's IEP to determine how the student will access and respond to the assessment tasks. Based on the student's daily instruction, determine the accommodations and supports that the student will need. Incorporate any additional individual accommodations for the student as outlined in the student's IEP.
- A Unique Accommodations Request Form (available on the FSAA Portal) must be submitted by the due date listed on the form. Submit a completed form along with a complete copy of the student's IEP and any other supporting documentation via your district folder on the secure Measured Progress FTP site. Once posted to the FTP site folder, notify Angela Nathaniel via e-mail at angela.nathaniel@fldoe.org.
- Ensure that the student has any assistive technology needed to access the materials and respond to the assessment items.
- Refer to the List of Cards and/or Strips and Teacher-Gathered Materials (to be provided separately by February 2020) and collect all materials.
- Real objects may be substituted for picture cards whenever possible. For students who need real objects, refer to the Object Exchange List (to be provided separately by February 2020) and collect materials.
- Establish criteria, using professional judgment, to determine when a student is engaged and not engaged. These decisions should be based on knowledge of the student's response mode and response times.
- Determine the amount of response wait time that will be appropriate for each student being assessed.
- Schedule the assessment administration for a time and a place that are optimal for student effort and engagement.
- Use the practice materials with the student to ensure that both the teacher and the student are familiar with the different components of the assessment.
- Review the 2019–2020 FSAA—Performance Task assessment blueprints that are available for all grades and content areas on the FSAA Portal.

Before Administration: Practice Materials

Practice materials provide teachers and students the opportunity to become familiar with the assessment materials, the administration procedures, the type of preparation needed by the teacher, the anticipated student mode of communication to answer selected- and open-response items, pacing, administration duration, and more. **Practice materials are not secure, and, therefore, any part of the materials may be reproduced.**

Practice materials should not be discarded, shredded, or returned to Alternate Assessment Coordinators (AACs) after use. They can be used throughout the school year and from one year to the next as a tool for students and teachers to gain greater familiarity with the administration of the FSAA—Performance Task.

New practice materials will be distributed in the 2019–2020 school year. Use the new practice materials in conjunction with the previously distributed practice materials. Printable PDF versions are available for teachers on the FSAA Portal.

Please contact your district AAC with any questions or concerns related to the use of practice materials.

Before Administration: Appropriate Testing Environment

When preparing to administer the FSAA—Performance Task, it is imperative for teachers to consider the environment in which the student is tested.

- Designate a distraction-free area that is consistently available for administration.
- Schedule the assessment administration for a time and a place that are optimal for student effort and engagement.
- **Students are not required to complete any part of the assessment at one time.** To minimize fatigue and/or frustration, testing can be broken up into smaller portions so that students can meaningfully demonstrate what they know.

Before Administration: Preparation of Assessment Materials

Once assessment materials have arrived, but before administration of the assessment begins, it is necessary to complete the following steps:

- Sign out the secure FSAA—Performance Task test booklet(s) from your School Assessment Coordinator. Ensure that all kitted materials are for the **same form** of the assessment. Ensure that there is one test booklet for each student.
- Sign out the passage and response booklet(s) and cards and/or strips packet(s) for each grade and content area being assessed. Some organization of cards and strips will be needed in preparation for the assessment administration.
- Read the test booklet to become familiar with the assessment tasks and format. Review setup procedures provided with each task of the assessment (refer to directions in the “Teacher Script” column).
- Ensure that you have all the materials and resources you will need to administer the assessment. Some assessment materials are not included in the response booklets or cards and/or strips packets and must be gathered by teachers prior to administering the assessment (see the List of Cards and/or Strips and Teacher-Gathered Materials).
- Cut out the student response template (and student outline for high school students), which is located in the back of the test booklet. Each student will require his or her own template for administration of ELA Writing Prompt 2. Record the student’s full legal name and FLEID on the corresponding lines on the top of the student response template (and student outline for high school students) prior to administering the ELA Session 3.
- You may choose to highlight the task script (***boldfaced, italicized*** wording) in the “Teacher Script” column that will be read aloud to the student. This will ensure that the setup directions to the teacher are not inadvertently read aloud to the student.

During Administration

General Guidelines

Keep in mind these important considerations while administering the assessment:

- Accurate administration is very important. Teachers may want assistance in observing the student and organizing materials to aid in accurate administration.
- While response booklets are to be used for multiple administrations, each student should have his or her own test booklet.
- The teacher must record student responses in the test booklet **while** administering the assessment.
- An online survey will be available for the FSAA—Performance Task. Teachers will be able to provide feedback on specific tasks, so they are encouraged to take notes in the test booklet.
- All assessment materials are secure and must be returned to the designated secure area or locked storage room between administrations.

Breaks

The FSAA—Performance Task is an untimed assessment and students should be given ample breaks, as needed. Watch the student for indications that a break may be needed. If the student shows signs of fatigue or does not appear engaged, stop the assessment and resume only when the student is ready. It is strongly recommended that an item set be completed before taking a break.

Teachers must follow school best practices when assessing students who may engage in disruptive or harmful behaviors. Teachers should prepare in advance to create as successful an assessment experience as possible.

After Administration

Online Student Response Entry

Instructions for how to submit student responses can be found in the 2019–2020 *FSAA—Performance Task Online System User Guide* located on the FSAA Portal.

Teacher Self-Reflection Form

The Teacher Self-Reflection Form (see [Appendix B](#)) is a voluntary tool designed to provide valuable feedback on key procedures/ practices that can help ensure the accurate administration of the FSAA—Performance Task. It is composed of eighteen items and is divided into two sections: practices/procedures that should take place prior to and during the administration of the assessment.

Teachers are strongly encouraged to use this self-evaluation tool to gain insight on preparatory, personal development, and training needs.

Return of Secure FSAA—Performance Task Materials

The following secure materials will be provided to the designated School Assessment Coordinator once the student scores have been entered into the FSAA Online System.

- Test booklets
- Response booklets
- Passage booklets
- Cards packet and/or strips packet
- Writing Prompt 2 student response template and student outline
- Writing Prompt 2 vocabulary materials that have been prepared by the teacher

Districts will be responsible for returning assessment components to Piedra Data Services and for storing the Writing Prompt 2 materials at the district level in a secure location. Please refer to the 2019–2020 *FSAA—Performance Task Procedural Manual* posted on the FSAA web page of the FDOE website for additional information on the return of assessment materials.

ALLOWABLE ADJUSTMENTS AND SUPPORTS

The FSAA—Performance Task is designed to allow maximum access to students with significant cognitive disabilities. Some students may require adjustments to the standard administration of the assessment and/or modified materials in order to access the test and demonstrate their knowledge (including the use of assistive technology devices). Any adjustments used during the administration of the assessment must align with what the student uses during daily instruction.

Allowable Adjustments for All Students

The following adjustments in the administration are available for **all students** who have been found eligible to receive exceptional student education (ESE) services. The use of adjustments must be in accordance with what occurs during daily instruction.

- Real objects may be substituted for the picture cards whenever possible. The Object Exchange List is a list of real-life objects that can be substituted during the assessment and that will be provided prior to the assessment window (by February 2020). Provide items to the student and allow the student to handle the objects as needed.
- For those students whose response mode is eye gaze or who communicate through picture exchange, one-sided response booklets may be requested. This accommodation must align with what the student uses during daily instruction. It is imperative to label and organize each item and task set when cutting out the materials from a one-sided booklet. All materials, including cut-up materials, must be returned upon testing completion. Contact your district's Alternate Assessment Coordinator (AAC) to order one-sided response booklets. Refer to the *Important Assessment Dates* section on [page 9](#) for the ordering window for one-sided response booklets. Please be sure to retain and return the one-sided response booklet cover with the testing materials.
- Placement of cutouts should be in accordance with what is needed for the student to access the item. Some cards and/or strips may require manipulation by the student. The order in which materials are presented must be as they appear in the "Materials" column of the test booklet.
- Allow the student to use a magnifier or magnification devices and other equipment used in the classroom during daily instruction.
- Allow the student to use augmentative communication methods used in the classroom during daily instruction.
- Allow student responses to be recorded by teachers as indicated in the *Scribing Protocol for Open-Response Writing Prompt* section on [page 60](#). Use of this adjustment must align with techniques used during daily instruction.

Allowable Adjustments: Assistive Technology (AT) Devices

An AT device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The Department of Education, Bureau of Exceptional Education and Student Services provides a wide variety of technology supports for students with disabilities. Below is contact information for statewide service providers who can give guidance, support, and information on available AT devices.

- Florida Diagnostic and Learning Resources System (FDLRS)
<http://www.fdlrs.org/>
- Resource Materials and Technology Center for the Deaf and Hard-of-Hearing (RMTTC-D/HH)
<http://www.rmtcosbd.org>
- Florida Instructional Materials Center for the Visually Impaired (FIMC-VI)
<http://www.fimcvi.org>
- Florida Alliance for Assistive Services and Technology (FAAST)
<http://www.faast.org>

Allowable Adjustments for Students with Limited Physical Ability and/or Mobility

Criteria

- Adjustments are also available for students whose access to the assessment is impacted due to limited physical ability and/or mobility. The use of the hand-over-hand technique, a physical support, is allowable only to steady the student. The use of adjustments must be in accordance with what the student uses during daily instruction.
- Minimal physical prompting should not control the student's movements.

For students with limited physical ability and/or mobility, the following are allowable:

- o Extended wait times are acceptable if the student has difficulty initiating an activity.
- o Physical support/stabilization may be provided to steady the student.
- o Teacher assistance may be used in the manipulation of objects.
 - Some items require the student to manipulate objects, such as generic counters or a ruler. The following example is an acceptable way that a student with limited physical ability and/or mobility can still interact with an item requiring the use of a ruler.

<u>Materials</u>	Teacher-gathered: ruler Stimulus picture card: rectangle Number cards: 1 3 10
<u>Access Point</u>	Task 2: Measure the lengths of sides of rectangles and triangles.
<u>Teacher Script</u>	Place the ruler on the work surface. <i>Here is a rectangle.</i> <i>What is the length in inches of the longest side?</i> Read the number cards to the student.
<u>Student Response</u>	Indicate 3.

To interact with this task, a student with limited mobility may require teacher assistance to use the ruler. The teacher first needs to determine from the directions in the “Teacher Script” column what actions the student is being asked to perform. In this case, the student needs to identify the longest side, place the ruler correctly, and determine the length of the side.

- For each side of the shape on the stimulus picture card, the teacher can ask, *“Is this the side to measure?”*
- Once the student indicates the side to measure, he or she must know how to use a ruler. Place the ruler next to the indicated side in an offset manner (with the 0 set below the start of the side to be measured) and say to the student, *“Tell me when the ruler is where you want it.”* Slide the ruler up until the student indicates to stop. Then read the number cards to the student.

ACCOMMODATIONS AND CRITERIA FOR USE

One of the primary principles in the development of any assessment tool is that every effort should be made to ensure that all students have an equal opportunity to demonstrate their knowledge and skills. This is a particularly important and challenging task in the development of an assessment tool for students with significant cognitive disabilities. To address this concern, FSAA—Performance Task items were reviewed by a broad group of stakeholders (e.g., exceptional student education (ESE) teachers, general education teachers, administrators, teachers of students with sensory impairments, AT specialists, and educators with expertise teaching English Language Learners).

Traditional accommodations, such as presentation mode, response mode, flexible setting, and scheduling, are already embedded in the administration of this assessment. 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)**. All accommodations used during the administration of the assessment should align with what the student uses during daily instruction.

Students with Visual Impairments

(Including students found eligible for the Dual-Sensory Impaired Program)

Criteria:

Additional accommodations are available for students who have been found eligible to receive exceptional student education (ESE) services under the Visually Impaired Program with accommodations documented on their current IEP. The FSAA—Performance Task includes a large number of graphics; therefore, special accommodations are allowed for students with visual impairments. By design, most of the tasks in the FSAA—Performance Task can be administered verbally by simply reading the question, the response options, and any accompanying graphic descriptions that are provided in the “Materials” column of the test booklet. **The use of accommodations must be in accordance with what the student uses during daily instruction and documented in the student’s IEP.**

Accommodations for students with vision impairments continued.

- Braille and tactile graphics are available for all student-facing components. These accommodated materials are provided for tasks that include objects, tables, graphs, and other visual depictions of data that can universally be portrayed. These kits are available in uncontracted braille and contracted braille.
 - Contact your district’s AAC to order accommodated materials. Refer to the *Important Assessment Dates* section at the beginning of this manual for the ordering window.
- All student-facing materials are provided in large print. Additionally, if a graphic or object is too small, a magnifier may be used. Do **not** make any changes to graphics.
- The use of an abacus, adapted calculator, raised number line, or braille ruler is permitted.
- The use of math manipulatives (i.e., GeoForms or GeoSolids) is permitted, if these manipulatives are used consistently during classroom instruction.
- The use of a light box is permitted.
- The “Materials” column of each task indicates the type of stimulus or response option provided for each task. Some picture cards/strips do not include a label or any text that is read aloud to the student. When naming graphics on these cards/strips, use the same language used in the “Materials” column. These words will be in parentheses.
- Read passage graphic captions. At the bottom of each passage graphic in the passage booklet, there will be a short script, a sentence or two, that describes the graphic.
- In some instances, a table or graph will be placed on the work surface as a stimulus. Specific directions in the “Teacher Script” column are provided to describe the table or graph to the student.
- Real objects may be substituted for the picture cards as indicated in the Object Exchange List (made available by February 2020).
 - Real objects must be actual size (not a miniature replica) unless specifically labeled as such, and be able to fit on the work surface. Provide real objects to the student and allow the student to handle the objects as needed.
- Teacher-created tactiles and materials are not to be used unless a Unique Accommodations Request Form is submitted and approved prior to administration of the FSAA—PT. The form and submission directions are found on the FSAA Portal.
- Teachers are encouraged to review the item sets before administration. Teachers should adjust the language to align with daily instruction (e.g., teacher may choose to label an “X” on a line plot as a “marker”).
- Teachers should indicate to students if a word is underlined.
- Items requiring a student to spell will be presented in uncontracted braille.

Students Who Are Deaf/Hard-of-Hearing

(Includes students found eligible for the Dual-Sensory Impaired Program)

Criteria:

Additional accommodations are available for students who have been found eligible to receive exceptional student education (ESE) services under the Deaf/Hard-of-Hearing Program with accommodations documented on their current IEP. The use of accommodations must be in accordance with what the student uses during daily instruction.

Accommodations

For students who are deaf or hard-of-hearing, the following accommodations are allowable:

- If the administrator of the assessment is not experienced in sign language, the use of an interpreter is permitted.
- The use of American Sign Language (ASL) or manually coded English in place of oral speech is permitted.
- For students who access the assessment through the use of sign language, when administering a task that does not measure spelling, finger spell words that do not have a sign or if the sign for words is unknown.
- The use of total communication (speaking and signing simultaneously) is permitted.

English Language Learner (ELL) Students

Criteria:

Additional accommodations are available for students whose access to the assessment is hindered due to language. The ELL student is an individual who was not born in the United States and whose native language is a language other than English; an individual who comes from a home environment where a language other than English is spoken in the home; or an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language, which denies such individual the opportunity to learn successfully in classrooms where the language of instruction is English. The use of accommodations must be in accordance with what the student uses during daily instruction.

Accommodations

For ELL students, the following accommodations are allowable:

- Tasks in the FSAA—Performance Task must be administered completely and solely in English. Limited assistance may be provided from the assessment administrator, ESOL teacher, heritage language teacher, or interpreter in the heritage language, including answering specific inquiries concerning a word or phrase and questions for clarification.
- For Mathematics, Writing, Science, and Social Studies assessments, limited assistance may be provided using the student’s heritage language to answer specific questions about a word or phrase.
- For the ELA assessment, the ESOL or heritage language teacher may answer student questions about the general assessment in the student’s heritage language. The ESOL or heritage language teacher may not translate student responses to the open-response writing prompt. The teacher can provide encouragement (in the student’s heritage language) for the student to respond in English.
- An ELL student may have access to a word-for-word electronic glossary, as long as the glossary does not provide the definition of the word. If the student is accessing a translation program on the Internet, the student must be closely monitored to ensure that he or she is not accessing any other resources.

Appendix A Contact Information

FSAA SERVICE CENTER

A toll-free customer service number and an e-mail system has been set up to resolve questions regarding the FSAA—Performance Task program, including—but not limited to—questions about training, administration, scoring, assessment materials, the online system, and reporting issues.

Trained staff, including a staff supervisor, will be available to answer calls regarding the FSAA—Performance Task program from 8:00 a.m. to 5:00 p.m. eastern standard time (EST) each school day, excluding state and federal holidays. Extended hours will be available with the opening of the FSAA Online System. If necessary, callers can leave messages, and their calls will be returned in a timely manner—generally within one hour or less but always within one business day.

FSAA Questions

FSAA SERVICE CENTER

Monday–Friday from 8:00 a.m. to 5:00 p.m. (EST)

Phone: 866-239-2149

E-mail: FSAAServiceCenter@measuredprogress.org

Fax: 866-283-2197

FLORIDA DEPARTMENT OF EDUCATION CONTACTS

Policy Questions

Monday–Friday from 8:00 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 B

Teacher Self-Reflection Form

Teachers are encouraged to use this self-reflection form as a tool to improve the administration of the alternate assessment. It is recommended that the self-reflection form be utilized with the practice materials to improve administration processes prior to the operational assessment. The form can also be utilized after the operational administration to inform improvements that can be made for the following year.

In addition to the Teacher Self-Reflection Form, an Administrator Observation Form and a District Coordinator/Designee Observation Form have also been developed. The Administrator Observation Form will be used by administrators to validate that the assessment is occurring in their buildings. The District Coordinator/Designee Observation Form will be used by AACs or their designees in order to improve and assist with their training practices. These additional resources can be found on the FSAA Portal.

Florida Standards Alternate Assessment Teacher Self-Reflection Form

Student's Name _____

Grade Administered _____ Content Area _____

Directions: Please use this as a self-reflection activity and rate yourself on the following criteria.

Yes	No	NA	Before Administration	Comments
<input type="checkbox"/>	<input type="checkbox"/>		1. Did you review the IEP and determine the accommodations the student would need that are based on daily instruction, including any assistive technology that is needed?	
<input type="checkbox"/>	<input type="checkbox"/>		2. Did you use the practice materials with your student(s) to become familiar with the structure and administration of the tasks?	
<input type="checkbox"/>	<input type="checkbox"/>		3. Did you refer to the writing prompt Topic and General Vocabulary List and the grade-specific vocabulary list in order to best prepare your student for the open-response writing prompt?	
<input type="checkbox"/>	<input type="checkbox"/>		4. Did you gather all required teacher-gathered materials and/or objects from the Object Exchange List, as needed?	
<input type="checkbox"/>	<input type="checkbox"/>		5. Did you establish criteria, using best professional judgment and knowledge of the student, to determine when the student was engaged and not engaged?	
<input type="checkbox"/>	<input type="checkbox"/>		6. Did you determine, using professional judgment and knowledge of the student, the appropriate amount of response wait time?	
<input type="checkbox"/>	<input type="checkbox"/>		7. Did you attend training for this year?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Did you schedule the assessment administration for a time and place that are optimal for student effort and engagement?	

Yes	No	NA	During Administration	Comments
<input type="checkbox"/>	<input type="checkbox"/>		1. Did you have all the appropriate booklets, cutouts, and/or materials accessible to the student?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. If a task had cutouts, did you place the cards/strips and/or materials in the order specified in the test booklet?	
<input type="checkbox"/>	<input type="checkbox"/>		3. Did you record the student's response to each task during the assessment administration?	
<input type="checkbox"/>	<input type="checkbox"/>		4. Did you use scaffolding, when necessary, at the Task 1 level only?	
<input type="checkbox"/>	<input type="checkbox"/>		5. Did you make sure the student was engaged on each task?	
<input type="checkbox"/>	<input type="checkbox"/>		6. Did you follow the directions (non-boldfaced and non-italicized instructions) in the "Teacher Script" column on how to set up and administer the task?	
<input type="checkbox"/>	<input type="checkbox"/>		7. Did you read the task script (boldfaced, italicized wording) in the "Teacher Script" column verbatim?	
<input type="checkbox"/>	<input type="checkbox"/>		8. Did you repeat the task script to the student up to two times, for a total of three times, as needed?	
<input type="checkbox"/>	<input type="checkbox"/>		9. When a task required the student to give more than one response, did you cue the student for another response?	
<input type="checkbox"/>	<input type="checkbox"/>		10. Did you reinforce and encourage the student to participate without indicating whether the answer was right or wrong?	



Richard Corcoran
Florida Commissioner of Education