Rule 6A-1.09430: Establishing Achievement Level Standards for Florida Standards Alternate Assessments

Rule Development Workshop
October 26, 2017

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FLORIDA DEPARTMENT OF
EDUCATION
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Purpose of This Workshop

- Express the Department's intent to develop a rule amendment for consideration by the State Board of Education that establishes Achievement Level standards for specific components of the Florida Standards Alternate Assessment (FSAA)

- Obtain input from interested audiences to be considered by the Commissioner of Education in determining recommended Achievement Level standards that will be presented to the Florida Legislature for review and to the State Board of Education for action
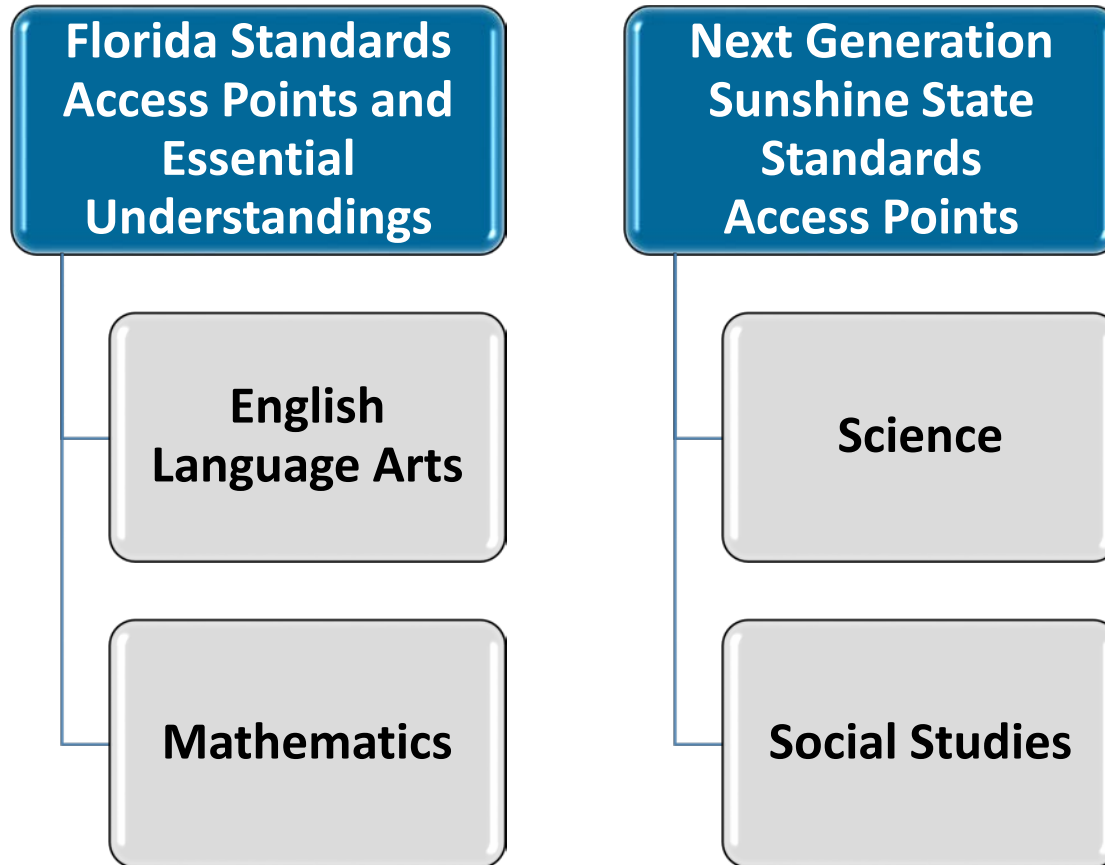
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Topics

- Overview of the FSAA
- Standard Setting Overview
- FSAA—Performance Task (Civics, U.S. History)
  - Review the FSAA—Performance Task assessment
  - Review the recommendations from educator panels
  - Review the impact data
- FSAA—Datafolio (English language arts [ELA], Mathematics, Science, Social Studies)
  - Review the FSAA—Datafolio assessment
  - Review the recommendations from educator panels
  - Review the impact data
- Review next steps
- Request feedback from you

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FSAA Overview

FSAA Alignment to Access Courses

Florida Standards Access Points and Essential Understandings

- English Language Arts
- Mathematics

Next Generation Sunshine State Standards Access Points

- Science
- Social Studies

Information about FSAA

- Assessments measure student achievement of Florida Standards–Access Points (FS–APs) or the Next Generation Sunshine State Standards (NGSSS–APs)
  - FS–APs and NGSSS–APs may be accessed at http://www.cpalms.org/Public/search/AccessPoint
- FSAA –Performance Task assessments baseline implementation in spring 2016 (ELA, mathematics, science)
- FSAA – Performance Task assessments (Civics, U.S. History); Datafolio (ELA, Mathematics, Science, Social Studies) baseline implementation in spring 2017
- Transition from previous generation of standards and the Florida Alternate Assessment (FAA)
- More information is available on the FDOE website at http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml.

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FSAA

Performance Task
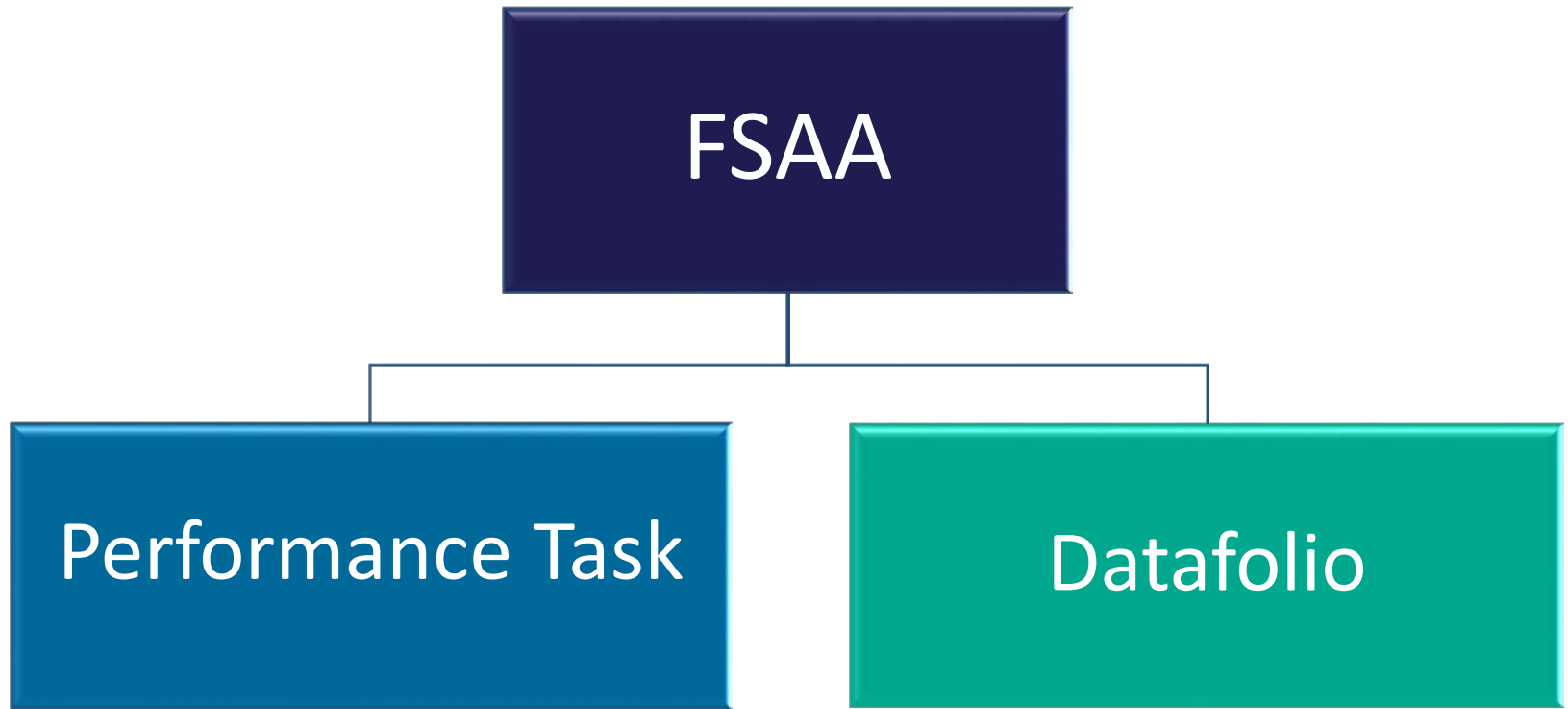
Datafolio

FSAA: Performance Task vs. Datafolio

- FSAA—Performance Task:
  - Designed for students whose participation in the general statewide assessment program is not appropriate, even with accommodations
  - Measures student academic performance on the Access Points in ELA, Mathematics, Science, and Social Studies
- FSAA—Datafolio:
  - Designed to address the needs of a small population of students who typically do not have a formal mode of communication and may be working at pre-academic levels
  - Aligned to pre-determined standards and submitted via an online portfolio system during three collection periods throughout a school year
  - Scoring outcomes are designed to show progress along a continuum of access to academic content via reduced levels of assistance and increased accuracy

FSAA Assessment Participation Checklist

yes 1. Does the student have a significant cognitive disability?

yes 2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications?

yes 3. Does the student require direct instruction in academic areas based on access points in order to acquire, generalize, and transfer skills across settings?

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Standard Setting Overview

Why Are Standards Necessary?

- To define what students should know and be able to do

- To identify clear expectations for students, parents, and teachers

- To improve teaching and learning

Types of Standards

- Content Standards: Define desired student knowledge and skills (the "what")
  - Sunshine State Standards-Access Points (FAA)
  - **Next Generation Sunshine State Standards-Access Points (FAA and FSAA)**
  - **Florida Standards-Access Points (FSAA)**

- *Achievement:* Describe how much content knowledge a student is required to demonstrate
  - Achievement Level Standards
  - Graduation Requirement (Access Algebra 1 and Grade 10 ELA)

- Accountability Standards
  - School Grading Criteria
  - Federal Accountability Reporting

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What Is Standard Setting?

- A process of deriving levels of performance on educational or professional assessments, by which decisions or classifications of persons will be made (Cizek, 2006)

- Test scores can be used to group students into meaningful Achievement Levels.

- Standard setting is the process whereby we "draw the lines" that separate the test scores into various Achievement Levels.

- Required when implementing new standards and new assessments

Setting Standards Is Aspirational

- Standard setting is all about what students **should** know and be able to do, not about what they currently know and are able to do.

- The goal is to set standards for **all applicable students** across the state.

We've Done This Before…

1998
- Reading and Mathematics Achievement Levels approved for grades 4, 5, 8 and 10

2001:
- Reading and Mathematics Achievement Levels approved for grades 3–10
- Grade 10 FCAT Reading and Mathematics passing scores established

2008:
- Florida Alternate Assessment Achievement Levels approved

2011:
- FCAT 2.0 Reading (grades 3–10) and Mathematics (3–8) Achievement Levels approved
- Algebra 1 EOC Assessment Achievement Levels approved
- Grade 10 FCAT 2.0 Reading and EOC assessment passing scores established in rule as the minimum score in Achievement Level 3

2012:
- FCAT 2.0 Science (grades 5 and 8) Achievement Levels approved
- Biology 1 and Geometry EOC assessments Achievement Levels approved

2013:
- U.S. History EOC Assessment Achievement Levels approved

2014:
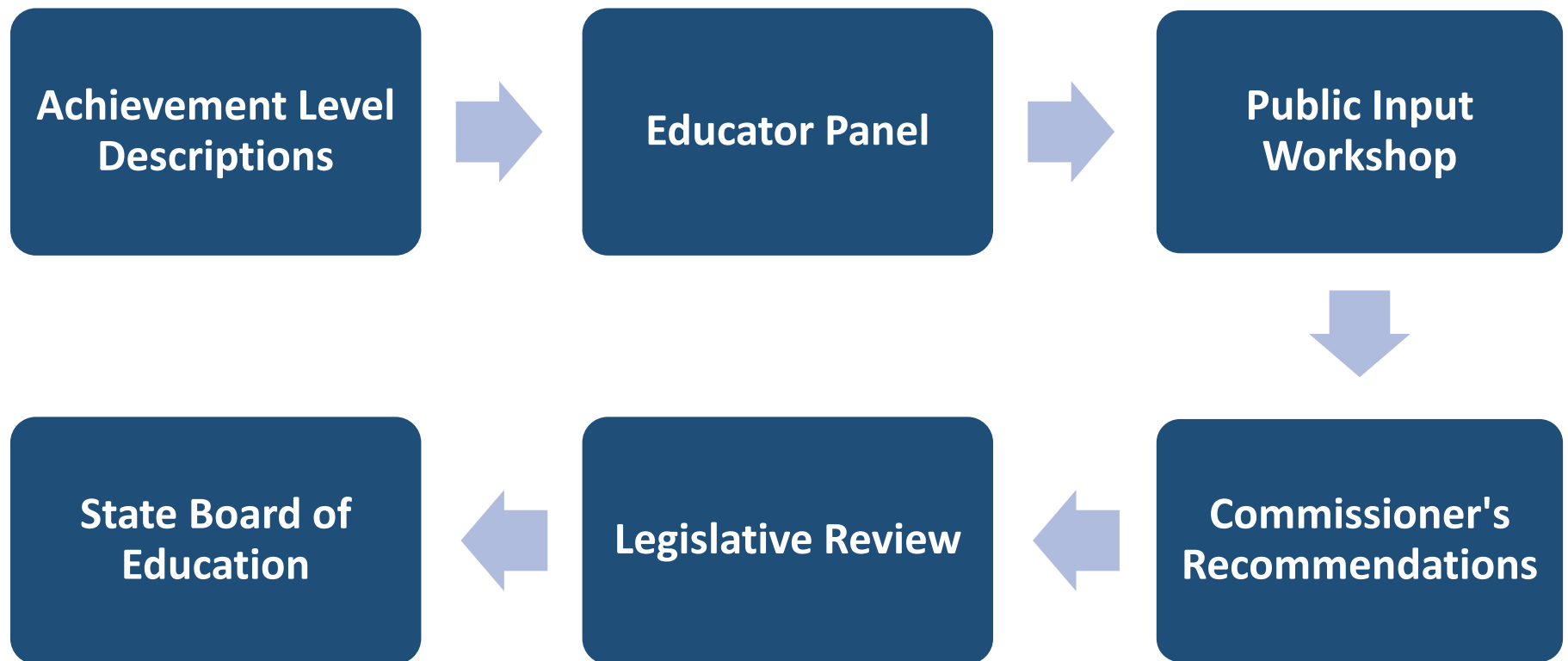- Civics EOC Assessment Achievement Levels approved

2016:
- FSA ELA, Mathematics, and EOC (Algebra 1, Geometry, Algebra 2) Achievement Levels approved

2017:
- FSAA—Performance Task ELA, Mathematics, Science, and EOC (Algebra 1, Geometry, Biology 1) Achievement Levels approved spring 2017

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FSAA Standard Setting: A Multi-Stage Process

Achievement Level Descriptions → **Educator Panel** → **Public Input Workshop**

State Board of Education ← **Legislative Review** ← **Commissioner's Recommendations**

Important Dates

- **Achievement Level Description (ALD) Panel:** December 5–6, 2016
  - Orlando, Florida
- **Educator Panel:** July 11–12, 2017
  - Tampa, Florida
- **Public Workshop:** October 26, 2017
- **Legislative review and input period:** October 2017–January 2018
- **Anticipated State Board of Education Presentation:** January 17, 2018

FSAA—Performance Task Overview

Spring 2017 FSAA—Performance Task Grades, Content Areas, and Courses Assessed

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

The Civics and U.S. History EOCs were introduced in Spring 2017.

Who Participates in the FSAA—Performance Task?

- Approximately 25,000 students in Florida

- Students with significant cognitive disabilities

- Individual Education 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, and then further, which component (Performance Task or Datafolio

  - IEP teams use the Assessment Participation Checklist to make this determination

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Information about FSAA—Performance Task

- Performance or "task-based" assessment

- Administered to each student individually via paper by the student's teacher, a certified teacher, or a licensed professional who has worked extensively with the student and is trained in the assessment procedures

- Students select an answer to a question from three response options represented by pictures paired with text, numbers, and/or symbols

- Students use their primary mode of communication

- Test is untimed

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Universal Design for Learning (UDL) and Accommodated Materials

- Elements of Universal Design are utilized during development to ensure equal access to items for all students

- Different formats/adjustments ensure access for all students:

  - Braille/tactile materials

  - One-sided booklets

  - Object replacement

  - American Sign Language administration

FSAA—Performance Task Test Administration

Teachers enter responses online when administration has been completed
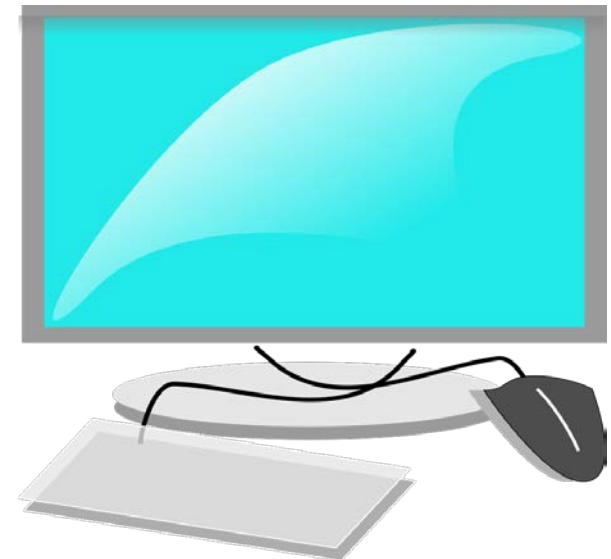
FSAA—Performance Task
Social Studies Standard Setting

FSAA—Performance Task Standard Settings

- Standards for the FSAA—Performance Task ELA, Mathematics, Science and EOC (Algebra 1, Geometry, Biology 1) assessments were adopted by the State Board of Education on May 16, 2017.

- FSAA—Performance Task **Social Studies** assessments (Civics EOC and U.S. History EOC) were administered for the first time in Spring 2017.

![Florida Department of Education logo](fldoe.org)

FSAA—Performance Task
Achievement Level Description (ALD) Panel

- December 5–6, 2016

- Two-day workshop

- 24 panelists

- Described achievement levels for content standards by grade and subject
  - Specify what students in each achievement level are expected to know and be able to do
  - ALDs are the link between content and achievement standards

FSAA—Performance Task
Social Studies Standard Setting Educator Panel

- July 11–12, 2017

- Two-day standard-setting workshop

- Three rounds of standard setting

- 15 panelists

- Two rooms of 7–8 panelists per room setting standards concurrently

  - Recommending cut scores based primarily on content, though impact data is reviewed after the first two rounds of judgments

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FSAA—Performance Task Standard-Setting Method

Body of Work Method:

- Panelists examine student work and make a judgment regarding the achievement level to which the student work most closely corresponds.

- Student Work Samples (Profiles) are based on actual FSAA—Performance Task student score profiles that represent typical patterns of item scores for students at varying ability levels.

- Panelists classify each profile into the achievement level in which they feel it belongs.

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FSAA—Performance Task Standard-Setting Method (cont.)

Why the Body of Work Method?

- Allows panelists to use samples of actual student work to make their determinations

- Is especially useful for complex assessments

- Has been used successfully for setting standards on similar assessments in the past, across a number of other states, and in Florida's previous alternate assessment

- Has resulted in defensible Achievement Level standards

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FSAA—Performance Task Standard-Setting Method (cont.)

Body of Work Method: Profiles

- Primary tool panelists used to set cut scores

- A set of 45 profiles per course was provided to each panelist. Each profile represents typical patterns of item scores for students at that ability level.

- The profiles are ordered based on ability level from low to high ability.

- All items used in the profiles were "operational," which means that they contributed to students' scores.

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FSAA—Performance Task Profile/Rating Form

Profile	Round 1	Round 2	Round 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1				0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
2				0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0
3				0	0	0	0	1	0	0	1	0	1	0	0	1	0	1
4				0	0	0	0	0	0	2	0	0	2	0	0	0	1	1	2
5				0	1	1	1	0	0	0	1	0	0	0	0	1	1	0	1
6				0	2	0	1	1	0	1	0	0	0	0	0	2	1	0	1
7				0	2	0	0	0	1	0	0	1	1	0	2	1	1	0	0
8				1	2	1	0	0	0	0	0	0	1	1	0	1	2	0	1
9				3	0	0	0	0	0	1	0	0	0	1	1	2	1	3	1
10				0	0	1	1	1	1	2	0	0	0	0	1	3	1	0	1

Mechanics of the Body of Work Method

- **Practice Round:** Panelists were given a rating form with 3 profiles to **practice** categorizing into the 4 achievement levels

- **Round 1:** Beginning with the lowest ability profile, panelists independently classified each profile into an achievement level

- **Round 2:** Discussed first-round judgment as a group; independently revised profile judgments as appropriate

- **Round 3*:** Discussed second-round judgments as a whole group; independently revised profile judgments

*Impact data was provided to show how many students would be in each achievement level based on recommended cut scores.

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FSAA—Performance Task Standard Setting: Achievement Level Policy Definitions

Achievement Level Policy Definitions describe student achievement of Florida Standards at each achievement level

Level 1	Level 2	Level 3	Level 4
Students at this level do not demonstrate an adequate level of success with the Florida Standards Access Points.	Students at this level demonstrate a **limited** level of success with the Florida Standards Access Points.	Students at this level demonstrate a **satisfactory** level of success with the Florida Standards Access Points.	Students at this level demonstrate an **above satisfactory** level of success with the Florida Standards Access Points.

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"Just Barely" Achievement Level Description

- When considering each achievement level for the FSAA—Performance Task, we are interested in those students who just barely reach the standard.

- Not typical of students in achievement level. Although just barely, they do reach the standard.

- When considering recommended cut scores, remember that the achievement level cuts describe the students that "just barely" reach the achievement standard.
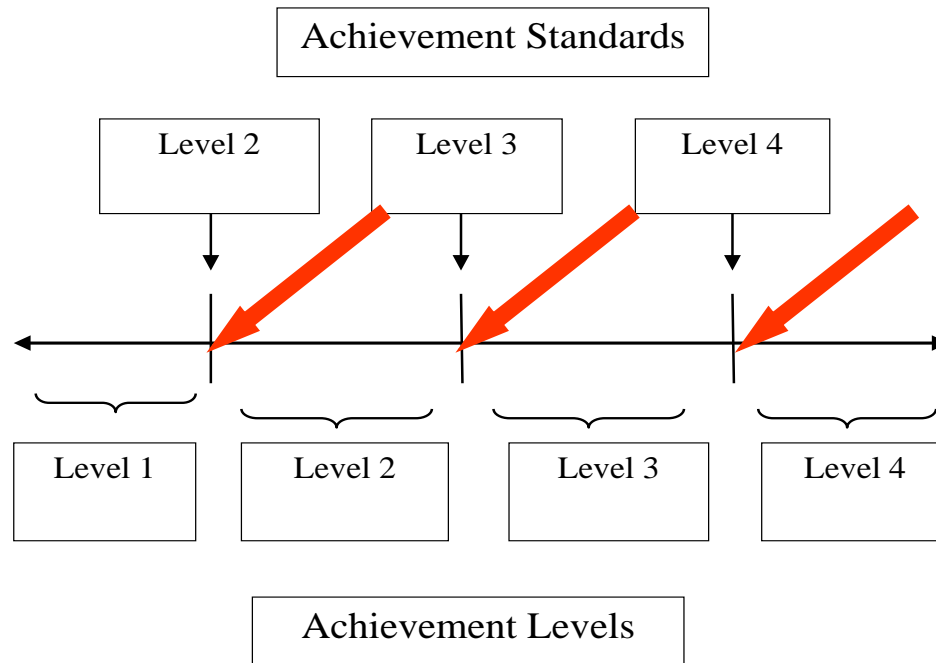
Achievement Standards

Level 2   Level 3   Level 4

Level 1   Level 2   Level 3   Level 4

Achievement Levels

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FSAA—Performance Task Educator Panel Recommendations

FSAA—Performance Task Standard Setting Educator Panel Overview

- Main activities
  - General Orientation: review of assessment, review of standard setting process
  - Panelists did the following:
    - reviewed the test in their course
    - reviewed achievement level descriptions (ALDs)
    - reviewed profile/rater sheet
    - completed training round of profile classifications
  - Recommend four achievement standards in three rounds

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FSAA—Performance Task Standard Setting Educator Panel Characteristics

- The following slides describe relevant demographic characteristics of Educator Panel participants
  - Overall
  - Gender
  - Ethnicity
  - District Size

Note: Percentages in these slides may not add up to 100 due to rounding.

FSAA—Performance Task Standard Setting Educator Panelists

Social Studies Course	Civics	U.S. History	Total
	8	7	15

FSAA—Performance Task Standard Setting Educator Panelists: Gender

Course	Male		Female		Total
	N	Percent	N	Percent	
Civics	3	38%	5	63%	8
U.S. History	1	14%	6	86%	7
Total	4	27%	11	73%	15

FSAA—Performance Task Standard Setting Educator Panelists: Ethnicity

Course	White/Caucasian		Black/African American		Not Provided		Total
	N	%	N	%	N	%	N
Civics	7	86%	1	13%			8
U.S. History	4	57%	2	29%	1	14%	7
Total	11	73%	3	20%	1	7%	15

FSAA—Performance Task Standard Setting Educator Panelists: District Size

Course	Very Large		Large		Medium		Medium/ Small		Small		Total
	N	%	N	%	N	%	N	%	N	%	N
Civics	4	50%	1	13%			2	25%	1	13%	8
U.S. History	1	14%	1	14%	1	14%	2	29%	2	29%	7
Total	5	33%	2	13%	1	7%	4	27%	3	20%	15

FSAA—Performance Task Standard Setting Educator Panel: Impact Data

- Showed the percent of students that would reach each achievement level in each grade and subject

- Introduced in round 3 after the panelists made judgments across two rounds based solely on content considerations

- Impact data used as context to inform the panelists' recommendations but did not determine their recommendations

- In the end, the panelists' recommendations were **content-driven**.

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# FSAA—Performance Task Standard Setting Educator Panel: Results

- The slides that follow show the Educator Panel's recommended Achievement Level standards for the FSAA—Performance Task Civics and U.S. History assessments and the impact data based on those recommendations.

- Impact data are provided to help inform your own judgments.

- As a reminder, educator panelist feedback is primarily based on **content**.

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FSAA—Performance Task Educator Panel: Civics Recommended Cut Scores

FSAA—Performance Task Educator Panel: U.S. History Recommended Cut Scores
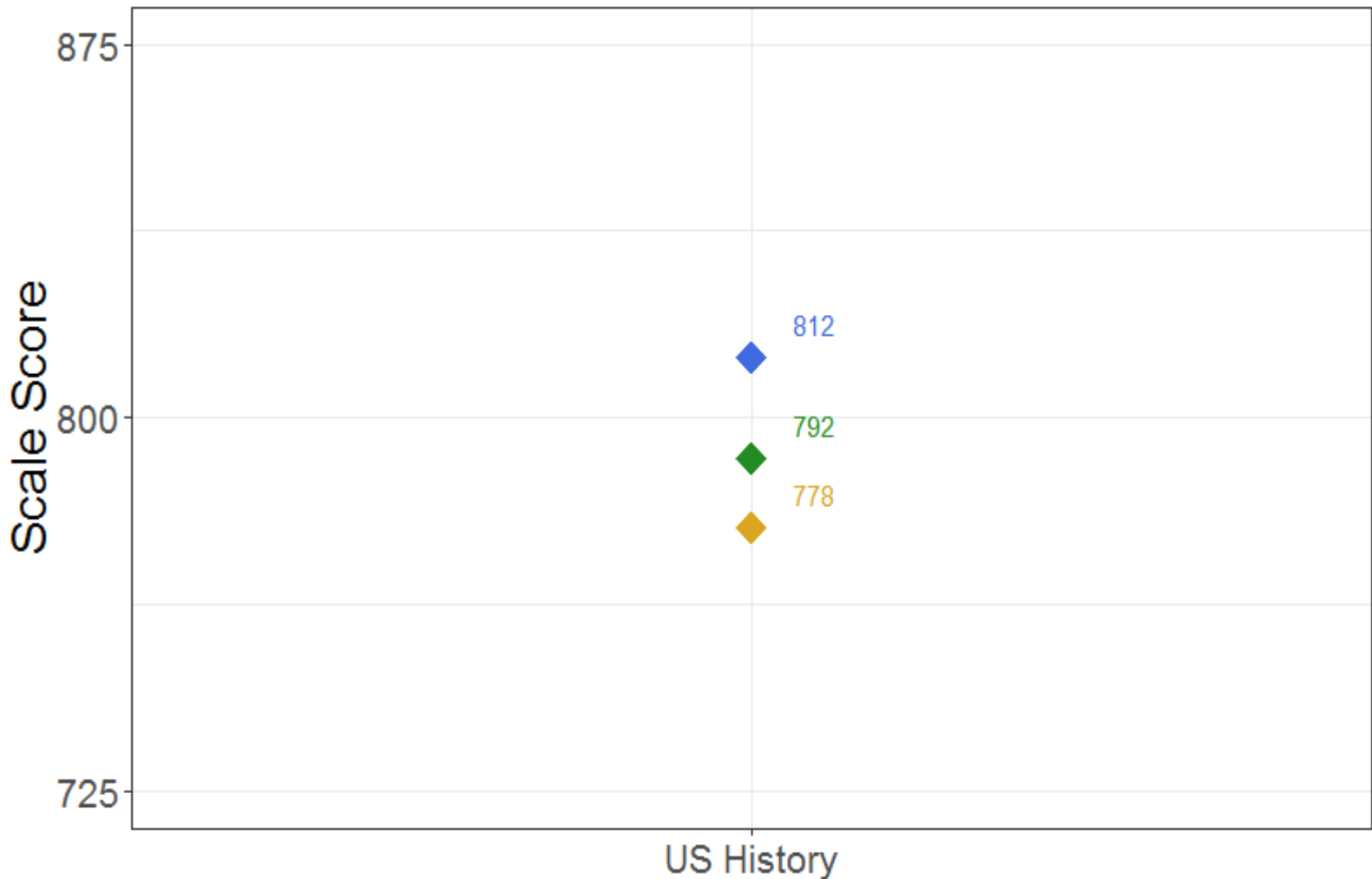
FSAA—Performance Task
Educator Panel: Civics and U.S. History
Percentage of Students in Each Achievement Level
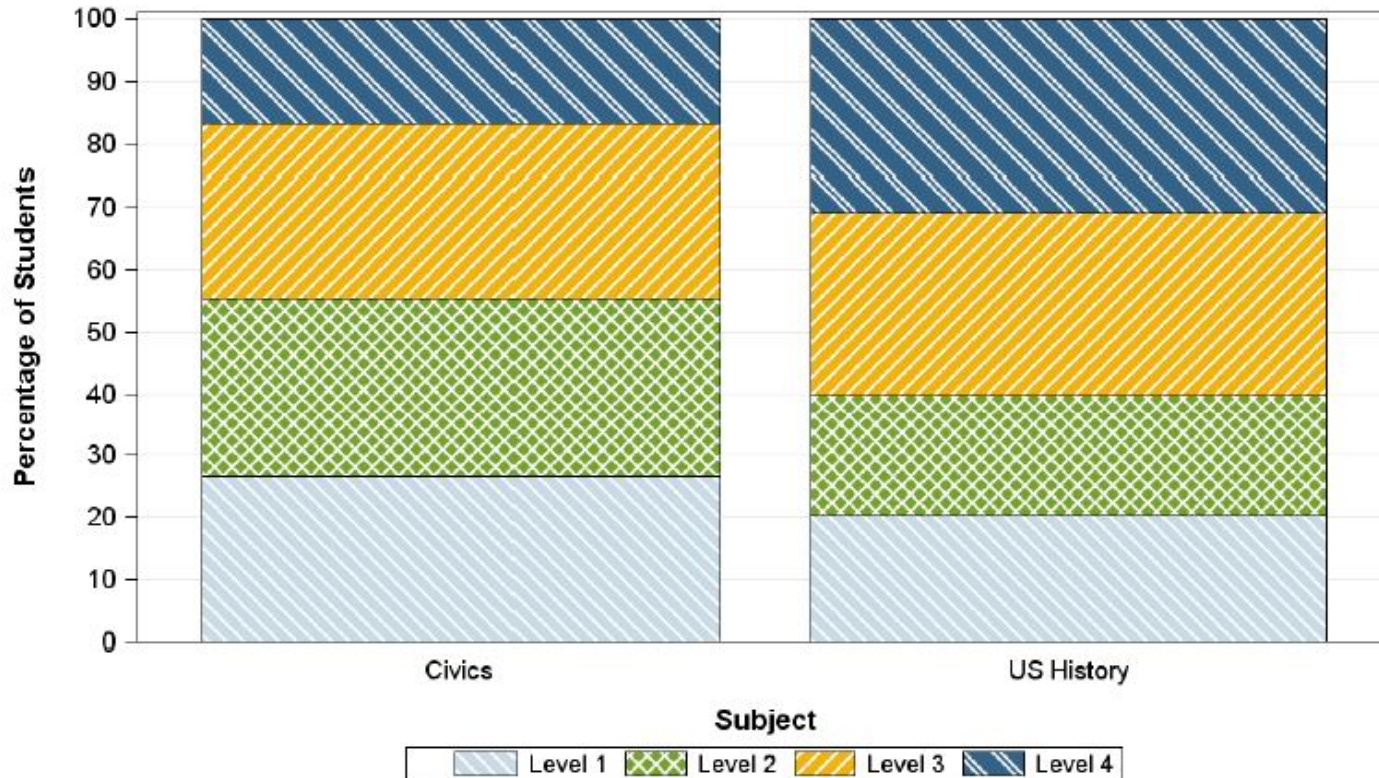
FSAA—Performance Task
Educator Panel: Civics and U.S. History
Percentage of Students in Each Achievement Level

Achievement Levels	Civics	U.S. History
Level 4	17%	31%
Level 3	28%	29%
Level 2	29%	20%
Level 1	27%	20%

FSAA—Performance Task Educator Panel: Civics Impact Data: Gender
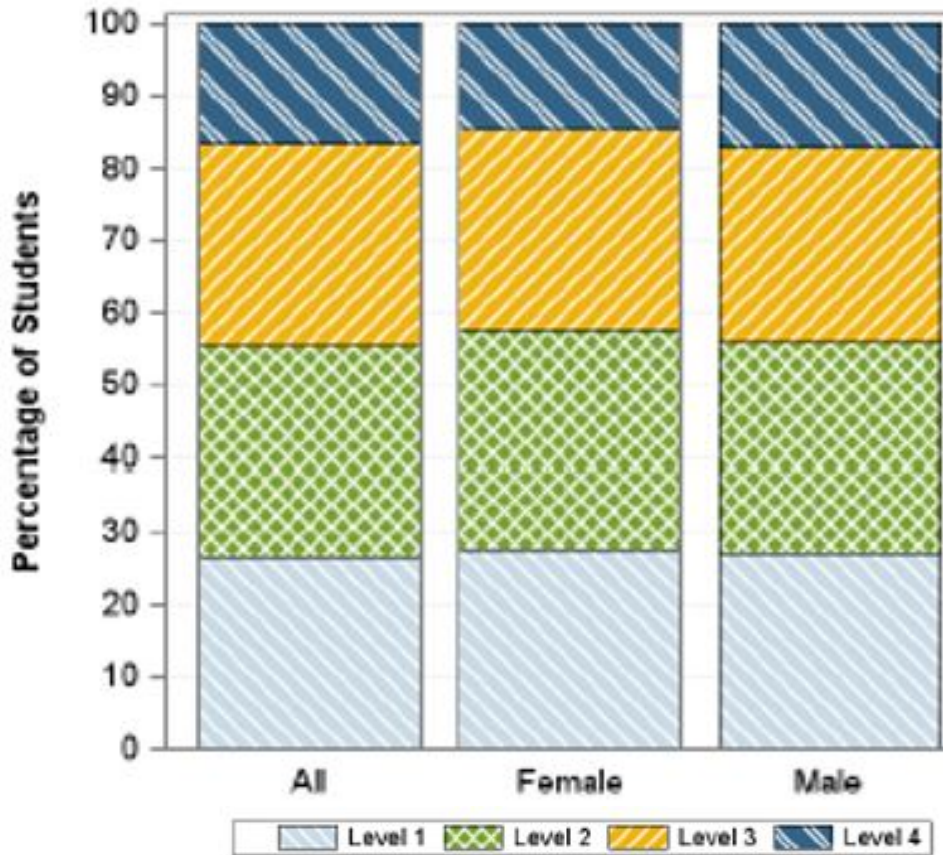
Level	Percent		
	All	Female	Male
Level 4	17%	15%	17%
Level 3	28%	28%	27%
Level 2	29%	30%	29%
Level 1	27%	28%	27%

FSAA—Performance Task Educator Panel: U.S. History Impact Data: Gender
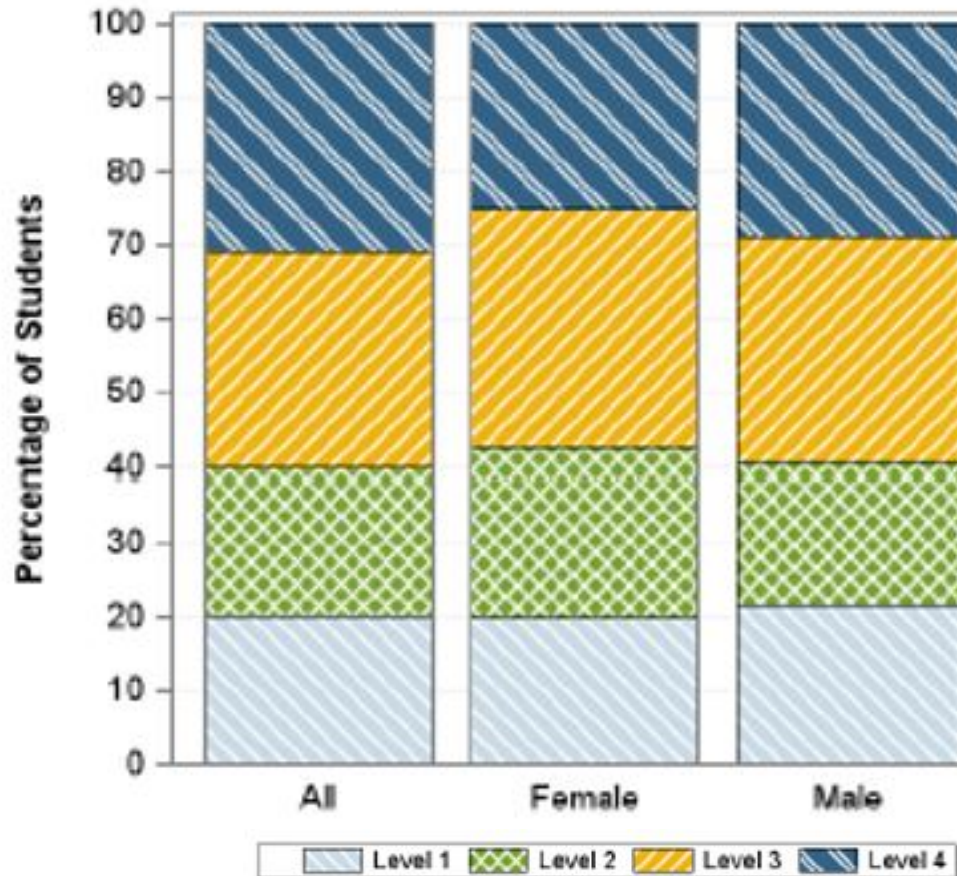
Level	Percent		
	All	Female	Male
Level 4	31%	25%	29%
Level 3	29%	32%	31%
Level 2	20%	23%	19%
Level 1	20%	20%	22%

FSAA—Performance Task Educator Panel: Civics Impact Data: Ethnicity
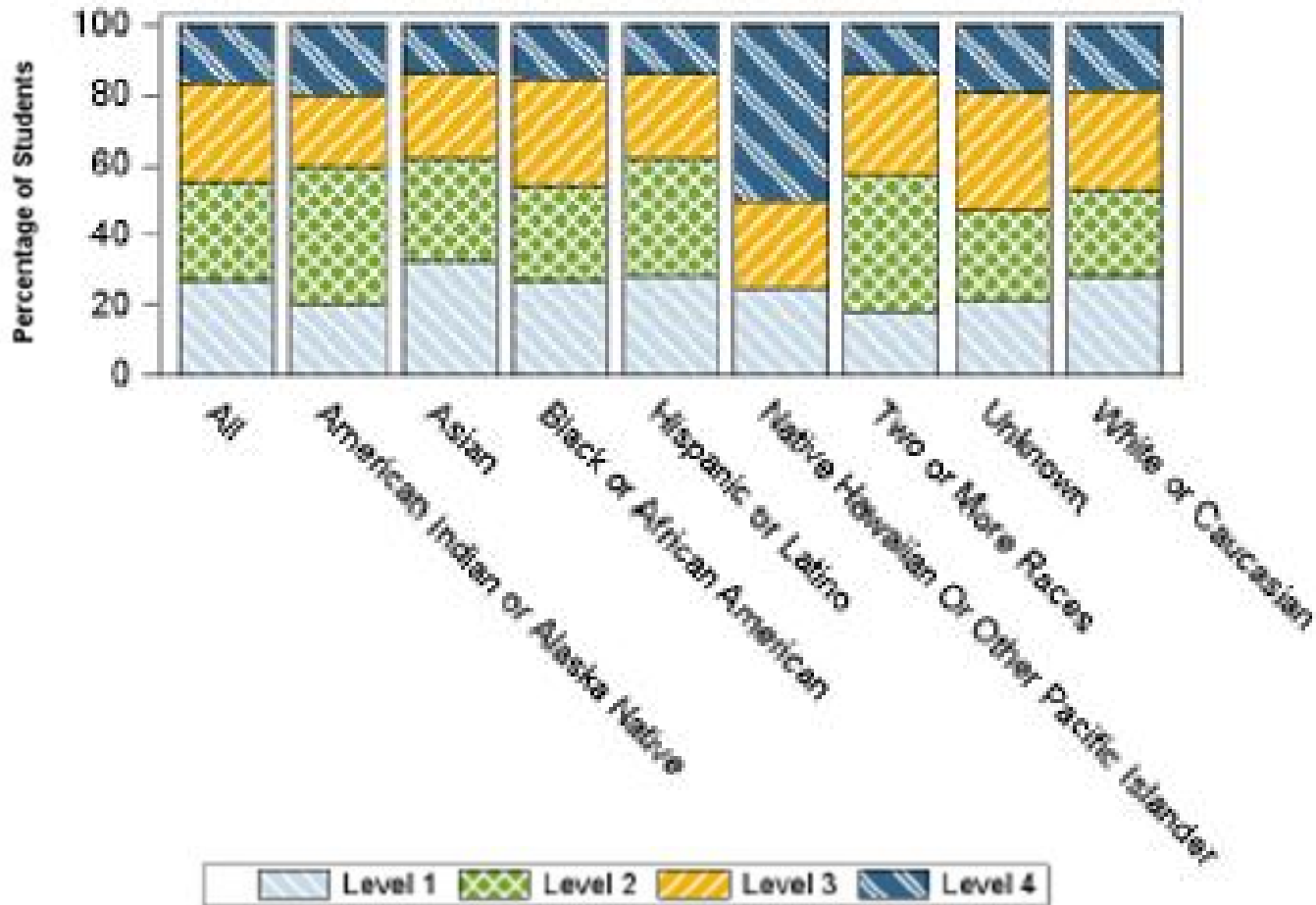
FSAA—Performance Task Educator Panel: Civics Impact Data: Ethnicity

Percent	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	Two or More Races	Unknown	White or Caucasian
Level 4	17%	20%	14%	16%	14%	50%	14%	19%	19%
Level 3	28%	20%	24%	30%	24%	25%	29%	34%	28%
Level 2	29%	40%	30%	27%	34%		39%	26%	26%
Level 1	27%	20%	32%	27%	28%	25%	18%	21%	28%

FSAA—Performance Task Educator Panel: U.S. History Impact Data: Ethnicity
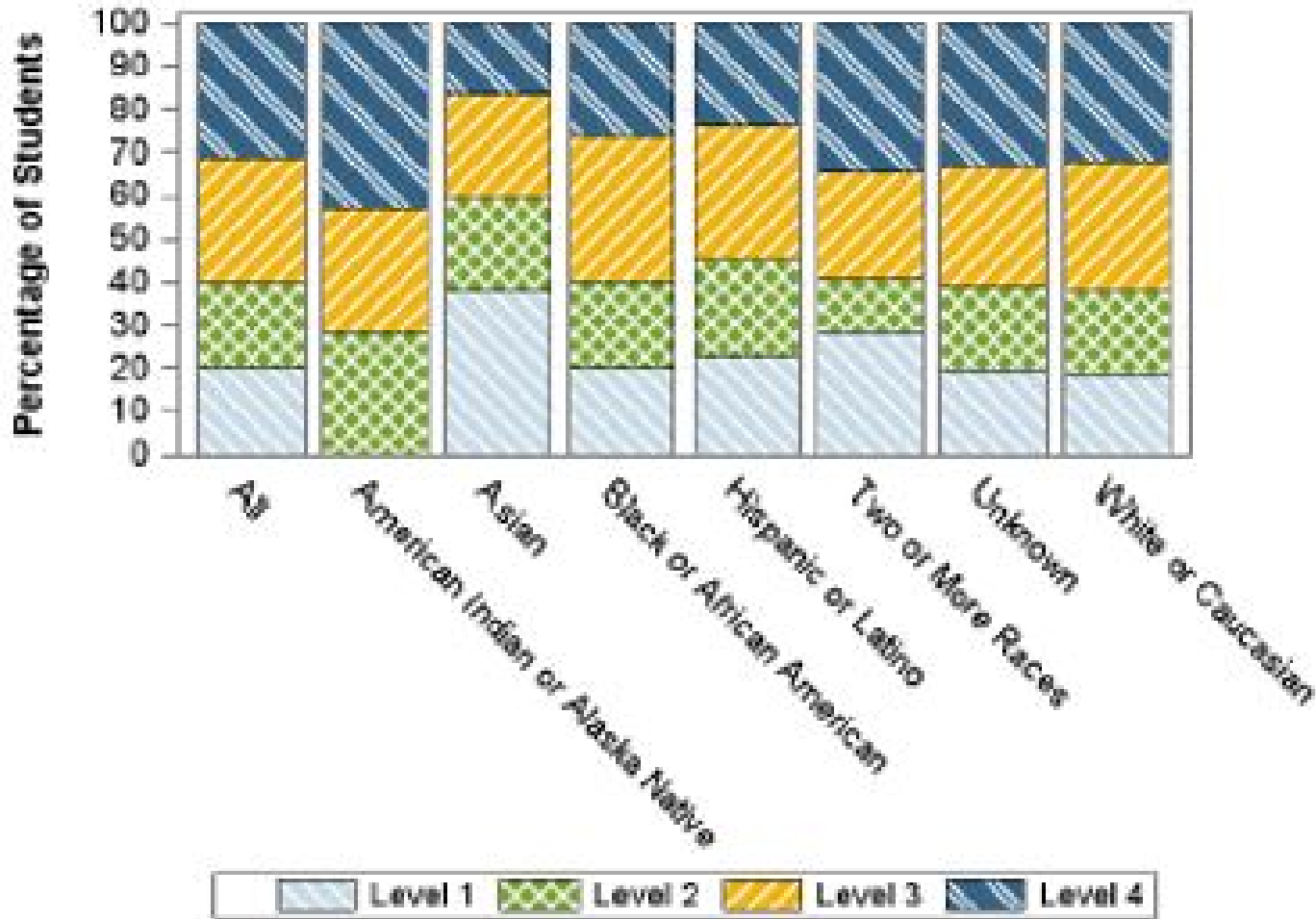
FSAA—Performance Task Educator Panel: U.S. History Impact Data: Ethnicity

Percent	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Two or More Races	Unknown	White or Caucasian
Level 4	31%	43%	16%	26%	23%	35%	33%	32%
Level 3	29%	29%	24%	34%	31%	25%	28%	30%
Level 2	20%	29%	22%	20%	23%	12%	19%	19%
Level 1	20%		38%	20%	23%	29%	20%	19%

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FSAA—Performance Task
Educator Panel Recommendations: Civics and U.S. History
Percent of Students at or Above Each Achievement Level

Subject	Course	Level 2 and Above	Level 3 and Above	Level 4
Social Studies	Civics	73%	45%	17%
	U.S. History	80%	60%	31%

FSAA—Performance Task Recommendations as Compared to Other Assessments

NGSSS and FSAA—Performance Task Comparison Percent Satisfactory and Above

Course	2013 NGSSS	2014 NGSSS	2017 FSAA—Performance Task
Civics		61%	45%
U.S. History	57%		60%

FSAA—Datafolio Overview

Information about FSAA—Datafolio

- Portfolio assessment using a collection of student evidence

- Administered during classroom instruction by the student's teacher

- Focus on access to standards with respect to student's primary communication mode

- Goal is increased accuracy and independence over time

FSAA—Datafolio Assessment Design

- 3 standards per content area/course
  - 2–3 activity choices per standard to choose from
    - 5–8 opportunities per activity choice
- 3 types of evidence: Observation, Work Product, Digital Recording
- 1:1 administration within classroom environment
- Evidence collected across three collection periods throughout the school year
- Assessment View System (AVS) – online platform for uploading student work evidence

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2016–2017 FSAA—Datafolio
Grades, Content Areas, and Courses Assessed

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

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The FSAA—Datafolio Process

Determine Eligibility

Determine Baseline Level of Assistance (LOA)

Administer the Assessment

Score the Assessment

Who Participates in the FSAA—Datafolio?

- Approximately 600 students in Florida in 2016–2017
- Students with the most significant cognitive disabilities
- IEP teams are responsible for determining whether students with disabilities will be assessed through administration of the general statewide standardized assessment or the FSAA, and then further, which component (Performance Task or Datafolio)
  - IEP teams use the Assessment Participation Checklist and the FSAA—Datafolio Participation Checklist to make these determinations

Who Participates in the FSAA—Datafolio? (cont.)

yes	1.	Does the student have a significant cognitive disability?
yes	2.	Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications?
yes	3.	Does the student require direct instruction in academic areas based on access points in order to acquire, generalize, and transfer skills across settings?

If, based on the FSAA Assessment Participation Checklist (above), student participation in the alternate assessment is appropriate, an IEP team may then use the FSAA—Datafolio Participation Checklist (on the following slide) to determine whether it is appropriate for the student to participate in the FSAA—Datafolio.

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FSAA – Datafolio Participation Checklist

Questions to Guide the Decision-Making Process to Determine How the Student Participates in the FSAA	YES	NO
1. Does the student primarily communicate through cries, facial expression, eye gaze, and/or change in muscle tone that requires interpretation by listeners/observers?		
2. Does the student respond/react to sensory (e.g., auditory, visual, touch, movement) input from another person BUT require actual physical assistance to follow simple directions?		
3. Does the student exhibit reactions primarily to stimuli (e.g., student only communicates that he or she is hungry, tired, uncomfortable, sleepy)?		
Previous FAA Performance (If Applicable)		
4. Has the student's previous performance on the FAA provided limited information (e.g., student requires support to answer all or most FAA items) and/or reflected limited growth within Level 1? **OR**		
5. Has the student historically received a score of 20 or less on the FAA?		

The answer should be YES on questions 1, 2, and 3 in order to determine that it is appropriate for a student to participate in the FSAA—Datafolio.

FSAA—Datafolio: Level of Assistance (LOA)

- Level of support provided by the teacher to help the student access the curriculum

- Reasons for using LOA:

  - Reflects classroom practices and implementation of supports that are typically provided to the student to help him/her respond

  - Acknowledges the variety of teacher supports required for students to access the curriculum while providing an additional mechanism for demonstrating growth in this unique population

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FSAA—Datafolio: LOA (cont.)

Non-Engagement   Physical Assistance   Gestural Assistance   Verbal Assistance   Model Assistance   Independent

- **Non-Engagement**: student actively refuses to engage in activity
- **Physical Assistance**: hand over hand, teacher physically guides to correct response
- **Gestural Assistance**: teacher gestures to correct response; student selects answer
- **Verbal Assistance**: teacher tells student correct response; student selects answer
- **Modeling Assistance**: teacher models how to arrive at a correct response; student applies and selects answer
- **Independent**: No assistance required

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FSAA—Datafolio: Administering the Assessment

- The FSAA—Datafolio is administered during three collection periods throughout the school year.

  - Collection Period 1 is used to determine the student's baseline LOA.

  - Collection Periods 2 and 3 are used to determine whether the student has demonstrated growth through increased accuracy and/or moving to his or her LOA goal.

Content Area

- Standard Entry 1
  - Collection Period #1
  - Collection Period #2
  - Collection Period #3
- Standard Entry 2
  - Collection Period #1
  - Collection Period #2
  - Collection Period #3
- Standard Entry 3
  - Collection Period #1
  - Collection Period #2
  - Collection Period #3

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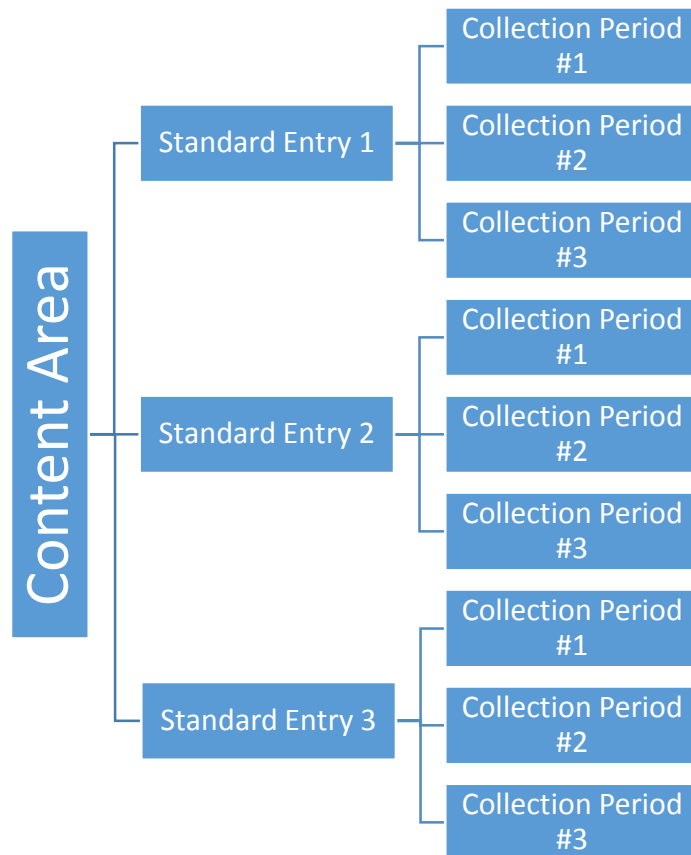
FSAA—Datafolio: Administering the Assessment

- Students are assessed on three standards in each content area.

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

- The method of assessing each standard is determined by using the activity choices shown on the blueprint for that standard.

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Blueprint & Activity Choices: Grade 3 ELA Example

Reporting Category	Domain/Strand	Genre	Cluster 1: Conventions of Standard English		
Language and Editing	Language	Literature or Informational	STANDARD CODE	**Standard:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2a. Capitalize appropriate words in titles. 2b. Use commas in addresses. 2c. Use commas and quotation marks in dialogue. 2d. Form and use possessives. 2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
			LAFS.3.L.1.2	ACCESS POINT CODE	**Access Point Standard: (CCC):** Capitalize words in holidays, product names, geographic names, and appropriate words in a title.	

Within the ACCESS POINT area (LAFS.3.L.1.AP.2a):

	Essential Understandings	Activity Choices	Examples
LAFS.3.L.1.AP.2a	➢ Capitalize the first word in a sentence. ➢ Capitalize dates. ➢ Capitalize names of people. ➢ Capitalize proper nouns.	**Choice 1:** Capitalize the first word in a sentence.	1. Student is presented with and read a sentence and three response options. Which word needs a capital letter in the sentence? **Response:** will vary
		Choice 2: Capitalize dates.	2. Student is presented with and read a sentence and three response options. Which parts of the date tuesday, may 5, 2015, need to be capitalized? **Response:** T in "tuesday" and M in "may"
		Choice 3: Capitalize proper nouns.	3. Student is presented with and read a sentence and three response options. Which words (proper nouns) need to be capitalized? **Response:** names of people, geographic names, holidays, product names

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Blueprint & Activity Choices: Grade 3 ELA Example

ACCESS POINT CODE	Access Point Standard: (CCC): Capitalize words in holidays, product names, geographic names, and appropriate words in a title.		
	Essential Understandings	**Activity Choices**	**Examples**
LAFS.3.L.1.AP.2a	➢ Capitalize the first word in a sentence. ➢ Capitalize dates. ➢ Capitalize names of people. ➢ Capitalize proper nouns.	**Choice 1:** Capitalize the first word in a sentence.	1. Student is presented with and read a sentence and three response options. Which word needs a capital letter in the sentence? **Response:** will vary
		Choice 2: Capitalize dates.	2. Student is presented with and read a sentence and three response options. Which parts of the date tuesday, may 5, 2015, need to be capitalized? **Response:** T in "tuesday" and M in "may"
		Choice 3: Capitalize proper nouns.	3. Student is presented with and read a sentence and three response options. Which words (proper nouns) need to be capitalized? **Response:** names of people, geographic names, holidays, product names

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FSAA—Datafolio: Collect Evidence

- After administering the assessment for each standard, the test administer submits an Evidence Collection Form for each of the three standards assessed in each content area.

- The Evidence Collection Form specifies the standard being assessed, the activity choice used to assess the standard, and the collection period.

- The test administrator notes the **Level of Assistance** the student required to respond to the activity and the **percentage of accuracy** with which the student responded.

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2017–2018 FSAA—Datafolio

Evidence Collection Form

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Student Name: Sally Sample

FLEID Number: FLXXXXXXXXXXXX **Assessment Grade:** 4

Teacher Name: Tracy Teacher

Witness Name: Wilma Witness

District Name: District Z

Witness Signature: *Wilma Witness*
Witness Signature Required for OBSERVATION evidence.

School Name: School A

Choice #: ◯1 ●2 ◯3

Standard Code: LAFS.4.RI.1.3

Collection Period: ●1 ◯2 ◯3

Check One: Select ONE of the following evidence types for documentation. The *information on this form* (*or the form itself where noted*) must be entered in to the Assessment View System (AVS) when submitting the student evidence.

● **Observation Evidence** *Witness Signature Required*	◯ **Digital Recording Evidence** *Digital Recording Consent Form Required*	◯ **Work Product**
The observation is the student evidence. Provide anecdotal information on page 2 of this document or upload completed Running Record template.	The digital recording file is the student evidence that must be uploaded into the AVS. Therefore this form cannot be uploaded. *The INFORMATION from this form MUST be transcribed into the AVS.*	Uploading this form to the AVS (as one electronic file) with the work product is optional IF *the INFORMATION from this form has been transcribed into the AVS.*
• Provide a description of the activity or task that includes a **running record** of the opportunities the student was asked to perform. • Indicate how the student performed each opportunity and the Level of Assistance (N, P, G, V, M, I) provided. • Be sure to grade each opportunity and provide the overall grade as a percentage. • For all observation evidence, *a witness must observe all opportunities as presented to the student* and provide his or her signature on this form.	• Include any clarification of the digital recording to ensure that all opportunities and the student's responses are clear to anyone viewing the recording. • Include detailed information on the opportunities performed and Level of Assistance provided (N, P, G, V, M, I) in the digital recording. • Be sure to grade each opportunity and provide the overall grade as a percentage. • A *signed* Digital Recording Consent Form must be included in the submission for each student in the digital recording.	• Provide additional information for the work product submitted along with the actual work product. • Indicate how the student performed each opportunity and the Level of Assistance (N, P, G, V, M, I) provided. • Be sure to include any additional scoring rubrics/key acronyms and grade each opportunity, providing the overall grade as a percentage.

Total Number of Opportunities: 5 *(Minimum 5/Maximum 8)* **Date of Activity** September 19, 2017

Accuracy Score: 80 % **Level of Assistance:** N_____ P_____ G X V_____ M_____ I_____
(Select only one. All opportunities for a standard must be submitted at the same LOA.)

Administer the Assessment

2017-2018 FSAA–Datafolio Running Record Template

Student Name: ___SallySample___   **Date:** _____September 19, 2017_____

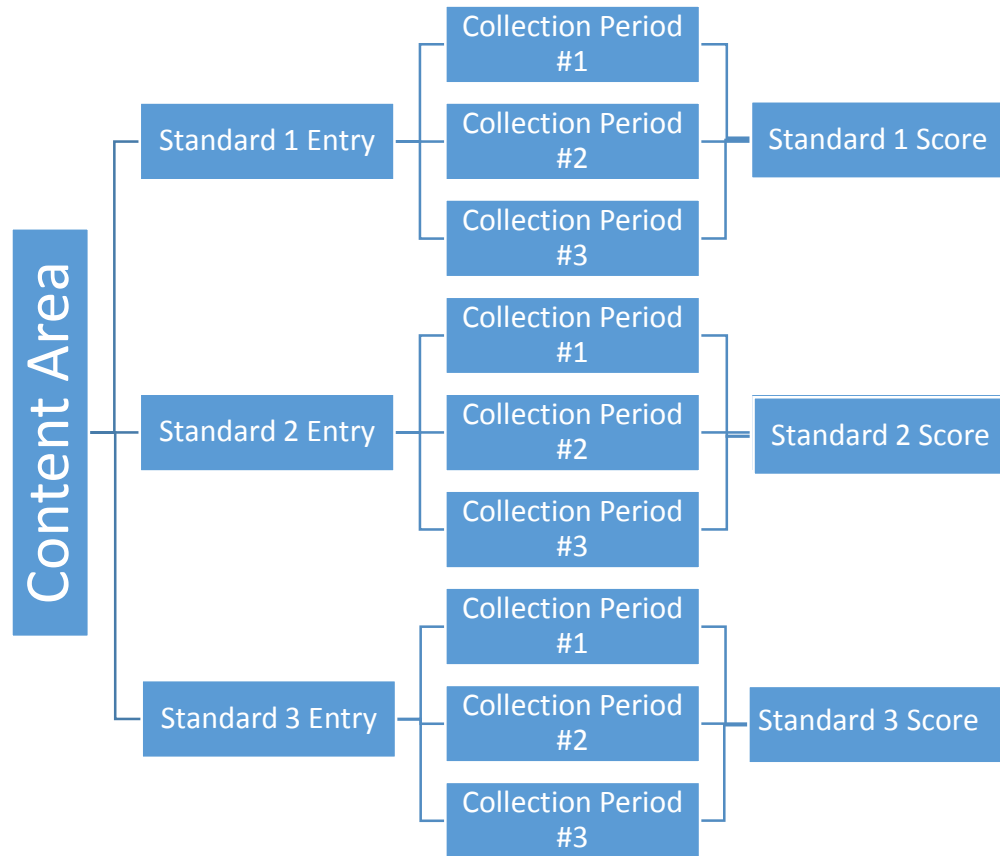| Opportunity / Item Number	Teacher Asks	Response Options (Teacher determines the number of Response Options.)	Expected Response	Student Response	Correct/ Incorrect	Level of Assistance (N, P, G, V, M, I)
EXAMPLE	What would you wear if it is rainy and cool outside?	1. Picture of rain coat 2. Picture of T-shirt 3. Picture of apple	3 second eye gaze held on picture of rain coat	apple	Incorrect	Verbal
1	What happened first in the story?	1. Mayflower landed 2. Cold winter 3. Met Squanto	Point to "Mayflower landed"	Mayflower landed	Correct	G
2	What happened after the Pilgrims met Squanto?	1. Mayflower landed 2. planted corn 3. Cold winter	Point to "Planted corn"	Cold winter	Incorrect	G
3	What happened after the Pilgrims planted corn?	1. Cold winter 2. First Thanksgiving 3. Mayflower landed	Point to "First Thanksgiving"	First Thanksgiving	Correct	G
4	What happened after the first Thanksgiving?	1. Friends with Native Americans 2. First Thanksgiving 3. Mayflower landed	Point to "Friends with Native Americans"	Friends with Native Americans	Correct	G
5	What happened before the Pilgrims planted corn?	1. Met Squanto 2. First Thanksgiving 3. Mayflower landed	Point to "Met Squanto"	Met Squanto	Correct	G
6						
7						
8						

Notes:

Accuracy (Accuracy % = # correct/total # of items multiplied by 100.) ___80___ %

For ELA Standards, please enter the following information:

Genre (Literature or Informational):	Informational
Text Title:	"The Story of the Pilgrims"
Text Author:	Polly Pseudonym
Other Relevant Information:	

FSAA—Datafolio: Scoring at the Standard Level

- Assessments are scored after Collection Period 3.
- Students receive a score on each of the three standards assessed for each content area.
- Scores are based on the student's progress towards the LOA goal and the accuracy with which he/she responded to the activity choice.
- The score assigned to each standard is based on the FSAA—Datafolio Progress Rubric.

Content Area

Standard 1 Entry
- Collection Period #1
- Collection Period #2
- Collection Period #3
→ Standard 1 Score

Standard 2 Entry
- Collection Period #1
- Collection Period #2
- Collection Period #3
→ Standard 2 Score

Standard 3 Entry
- Collection Period #1
- Collection Period #2
- Collection Period #3
→ Standard 3 Score

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FSAA—Datafolio: Progress Rubric

0	1	2	3	4	5
Evidence is UNSCORABLE.	The student did not meet the LOA Goal and there was no progress from CP #1 to CP #3. -OR- The LOA Goal is the same as the baseline and there is no progress from CP#1 to CP#3.	The student did not meet the LOA Goal with Accuracy; however, demonstrated some progress from CP #1 to CP #3.	The student met the LOA Goal with Accuracy higher than 50% by CP #3.	The student met the LOA Goal with Accuracy by CP #2 and maintained with Accuracy at CP #3.	The student exceeded the LOA Goal with Accuracy of 70% or higher by CP #3. -OR- The student met the LOA Goal at CP #2 with Accuracy and exceeded the LOA Goal with Accuracy by CP #3.

- Student shows "progress" when accuracy and/or LOA increase from Collection Period 1.

- Student "meets the LOA goal" when LOA goal and accuracy is achieved on over 50% of the opportunities assessed.

- Student "exceeds the LOA goal" when accuracy is achieved at 70% or higher by Collection Period 3.

OR

LOA is one or more levels higher than the original LOA goal with accuracy by Collection Period 3.

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FSAA—Datafolio: Scoring Worksheet

Student Name: _____ **Reviewer:** _____ **Review #:** ☐ 1 ☐ 2

Grade: _____ **Content Area:** ☐ ELA ☐ Math ☐ Science ☐ EOC Civics ☐ EOC U.S. History ☐ EOC Alg I ☐ EOC Geo ☐ EOC Biology

Standard: _____ **Activity Choice:** ☐ 1 ☐ 2 ☐ 3

LOA Goal (circle one) N P G V M I	Opportunities																	
	Non-Engagement			Physical			Gestural			Verbal			Model			Independent		
	# opp.	# right	% right	# opp.	# right	% right	# opp.	# right	% right	# opp.	# right	% right	# opp.	# right	% right	# opp.	# right	% right
CP #1																		
CP #2																		
CP #3																		

Criteria			Comment Code
Has the *Ethics in Data Collection and Submission Form* been Signed/Submitted?	_____ YES	_____ NO	_____
Has the *Digital Recording Consent Form* been Signed/Submitted?	_____ YES	_____ NO	_____
Are there any digital recordings submitted for CP #1, #2 or #3?	_____ YES	_____ NO	_____
Collection 1 Alignment	_____ YES	_____ NO	_____
Collection 2 Alignment	_____ YES	_____ NO	_____
Collection 3 Alignment	YES	NO	

Comment Code 1 _____ Comment Code 2 _____ **Progress Score** ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

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FSAA—Datafolio Standard Setting

FSAA—Datafolio Standard Setting

- Students who participate in the FSAA—Datafolio receive a progress score on each of the three standards assessed per content area.

- The purpose of standard setting for the FSAA—Datafolio was to determine how to align the possible combinations of progress scores to Achievement Level standards.

FSAA—Datafolio
Achievement Level Description (ALD) Panel

- April 12–13, 2017

- Half-day workshop

- 5 panelists

- Described achievement levels for content standards by grade and subject
  - Specify what students in each achievement level are expected to know and be able to do
  - ALDs are the link between content and achievement standards

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FSAA—Datafolio Standard Setting Process: Achievement Level Policy Definitions

Achievement Level Policy Definitions describe student achievement of Florida Standards at each achievement level

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

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FSAA—Datafolio Achievement Levels

- Panelists were tasked with determining what level of progress towards knowledge, skills, and abilities (KSAs) need to be demonstrated for a student's progress to be classified into one of the three achievement levels.

- For the FSAA—Datafolio, <u>Achievement Level 3 indicates satisfactory performance on each assessment</u>.

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FSAA—Datafolio Educator Panel

- July 11–12, 2017

- Two-day standard-setting workshop

- Three phases of standard setting

- 16 panelists

- Four panelists per content area
  - Recommending achievement level classifications based primarily on score combinations and scoring rubric, with a validation at the content area that includes review of impact data

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FSAA—Datafolio
Standard Setting Methods

1. Reasoned Judgment Method
   - Panelists first review and discuss the ALDs in terms of what is expected from students to obtain a particular performance level.
   - During a full-group, facilitated discussion, panelists talk through realistic expectations based on the ALDs and list the progress needed for any student representing a specific ALD.
   - Panelists examine the scores and divide the full range of possible score combinations into the desired categories.

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Why the Reasoned Judgment Method?

- The assessment is for a subset of students who are at a pre-academic access level.

- Students scores are based on meeting individual progress targets as opposed to a standardized level of performance, so it makes sense to make initial judgments prior to looking at student work.

- The score combinations need to be looked at and discussed to determine if there are values or weights associated with particular score patterns.

- Reasoned judgment allows panelists to parse the above to produce defensible and credible results.

FSAA—Datafolio
Standard Setting Methods (cont.)

2. Body of Work Method

   - Panelists examine student work and make a judgment regarding the achievement level to which the student work most closely corresponds.

     - Body of Work sets are student samples that represent the differing score combinations that students may receive.

   - Panelists validate or change the categorizations made during the Reasoned Judgment phase of standard setting.

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FSAA—Datafolio
Standard Setting Methods (cont.)

Why the Body of Work Method?

- Allows panelists to use samples of actual student work to validate their determinations

- Is especially useful for complex assessments

- Has been used successfully for setting standards on similar assessments in the past, across a number of other states, and in Florida's previous alternate assessment

- Has resulted in defensible Achievement Level standards

FSAA—Datafolio Profile/Rating Form

Rater ID:			Content:	
Rating (1=Level 1, 2= Level 2, 3= Level 3)				
				Phase A
Profile	**Entry 1**	**Entry 2**	**Entry 3**	**Round 1**
1	0	0	0	
2	1	0	0	
3	2	0	0	
4	1	1	0	
5	3	0	0	
6	2	1	0	
7	1	1	1	
8	4	0	0	
9	3	1	0	
10	2	2	0	
11	2	1	1	
12	5	0	0	

Mechanics of the Reasoned Judgment and Body of Work Method

- **Practice Round:** Panelists were given a rating form with three profile score combinations to **practice** categorizing into the three achievement levels

- **Phase A, Round 1:** Beginning with the first score combination, panelists independently classified each profile into an achievement level

- **Phase A, Round 2*:** Panelists discussed first-round judgment as a large group and came to consensus on ratings for each profile.

- **Phase B, Round 3*:** Panelists independently reviewed Body of Work sets and validated or changed each profile achievement level. Panelists discussed Round 3 judgments as a content group and came to consensus on ratings for each profile.

- **Phase C:** Panelists reviewed achievement classifications for all content areas and shared rationale with the large group.

*Impact data was provided to show how many students would be in each achievement level based on recommended score classifications.

FSAA—Datafolio
Educator Panel Recommendations

FSAA—Datafolio Educator Panel Overview

- Main activities
  - General Orientation: review of student population, review of assessment, review of standard setting process
  - Panelists did the following:
    - Reviewed achievement level descriptions (ALDs)
    - Reviewed profile/rater sheet
    - Completed training round of profile classifications
    - Reviewed content area blueprints, standards, and activity choices
  - Recommend three achievement standards in three phases

FSAA—Datafolio Standard Setting Educator Panel Characteristics

- The following slides describe relevant demographic characteristics of Educator Panel participants
  - Overall
  - Gender
  - Ethnicity
  - District Size

Note: Percentages in these slides may not add up to 100 due to rounding.

FSAA—Datafolio Standard Setting Educator Panelists

ELA Grade	3–10
	4

Mathematics Grade/Course	3–8	Algebra 1	Geometry
	4		

Science Grade/Course	5 & 8	Biology 1
	4	

Social Studies	Civics	U.S. History
	4	

FSAA—Datafolio Standard Setting Educator Panelists: Gender

Content	Male		Female		Total
	N	Percent	N	Percent	
ELA	1	25%	3	75%	4
Mathematics	1	25%	3	75%	4
Science	1	25%	3	75%	4
Social Studies	0	0%	4	100%	4
Total	3	19%	13	81%	16

FSAA—Datafolio Standard Setting Educator Panelists: Ethnicity

Content	White/Caucasian		Black/African American		Hispanic/Latino		Two or More Races		Total
	N	%	N	%	N	%	N	%	N
ELA	2	50%	1	25%	1	25%			4
Math	2	50%	2	50%					4
Science	3	75%					1	25%	4
Social Studies	3	75%	1	25%					4
Total	10	63%	4	25%	1	6%	1	6%	16

FSAA—Datafolio Standard Setting Educator Panelists: District Size

Grade	Very Large		Large		Medium		Medium/ Small		Small		Total
	N	%	N	%	N	%	N	%	N	%	N
ELA	3	75%					1	25%			4
Math	2	50%	2	50%							4
Science			2	50%			2	50%			4
Social Studies	3	75%							1	25%	4
Total	8	50%	4	25%			3	19%	1	6%	16

FSAA—Datafolio Standard Setting
Educator Panelists: Impact Data

- Showed the percent of students that would reach each achievement level in each grade and subject.

- Introduced in rounds 2 and 3 after the panelists made judgments based on score combinations and after panelists validated judgments in content groups.

- Impact data used as context to inform the panelists' recommendations but did not determine their recommendations.

- In the end, the panelists' recommendations were **driven by the amount of progress students made**.

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FSAA—Datafolio Standard Setting Educator Panelists: Results

- The slides that follow show the impact data as well as Achievement Level recommendations made by the Educator Panel for the following content areas:
  - ELA (grades 3–10)
  - Mathematics (grades 3–8)
  - Science (grades 5 and 8; Biology 1 EOC)
  - Social Studies (Civics EOC and U.S. History EOC)

- Impact data are provided to help inform your own judgments.

- As a reminder, educator panelist feedback is primarily based on **student progress towards access to academic content**.

FSAA—Datafolio Standard Setting
Recommended Achievement Level Standards

| For All FSAA—Datafolio Grades and Subjects	
Level 1	The combination of scores for each of the three standards assessed in the content area includes a 1 in at least one standard but does not include a 2 or higher in any standard.
Level 2	The combination of scores for each of the three standards assessed in the content area includes a 2 in at least one standard.
Level 3	The combination of scores for each of the three standards in the content area includes a 3 or higher in at least two standards.

EXAMPLE: A student takes the FSAA—Datafolio Grade 3 ELA Assessment and receives the following scores on the three standards assessed for that assessment: 2, 2, 0. Based on the Achievement Level Standards described above, that student would be placed in Achievement Level 2.

FSAA—Datafolio Educator Panel
ELA, Mathematics, Science, and Social Studies Percentage of Students in Each Achievement Level
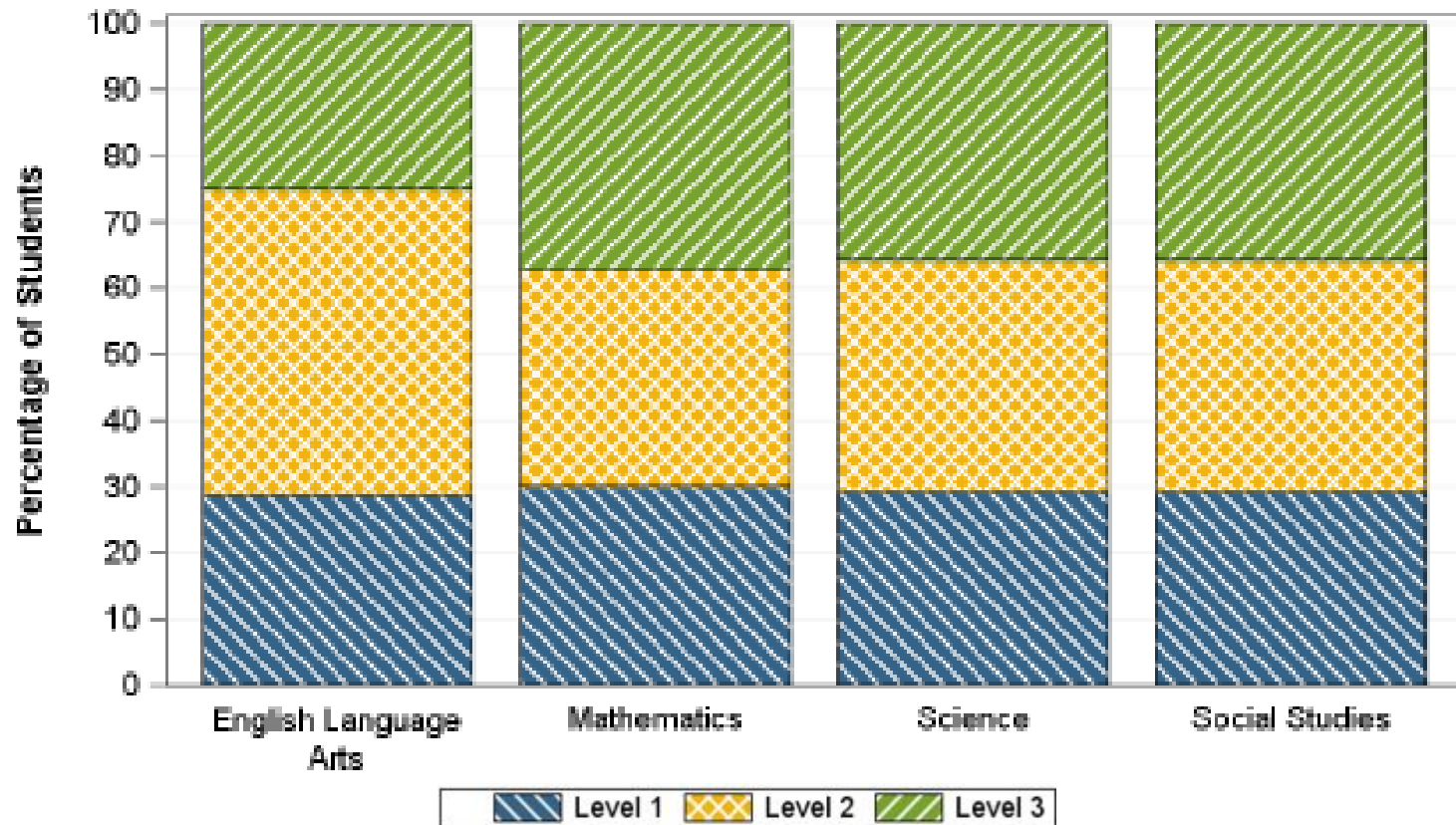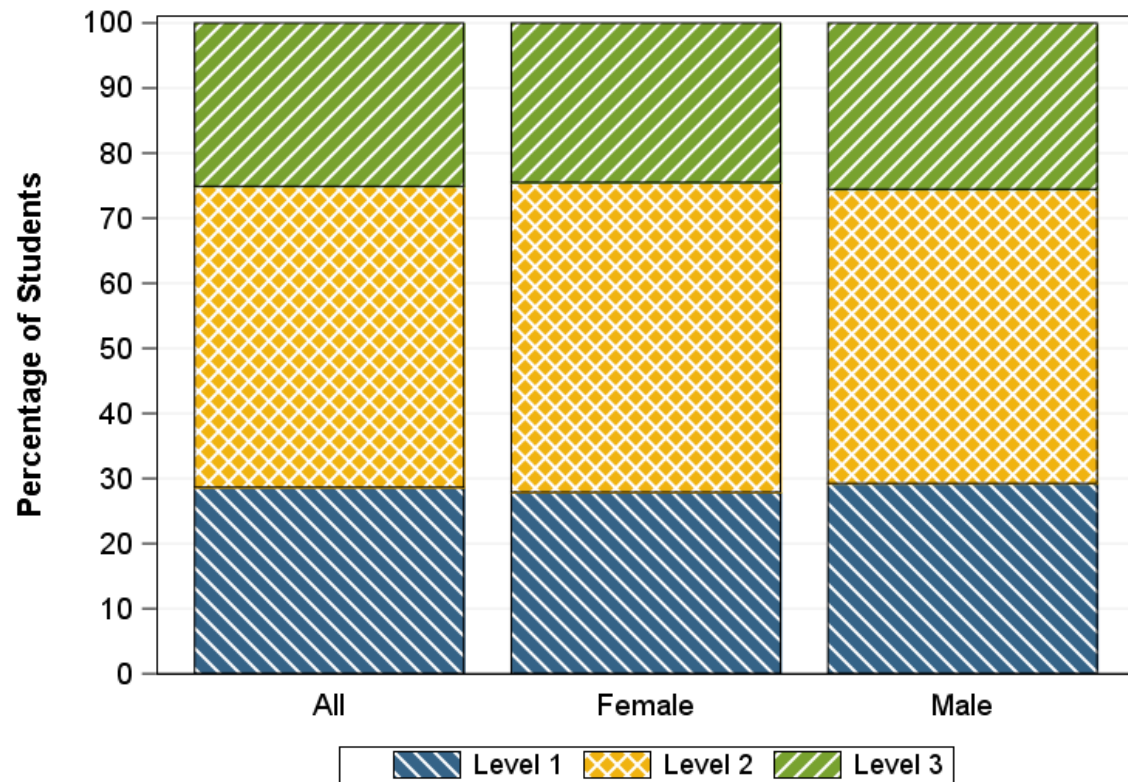
FSAA—Datafolio Educator Panel
ELA, Mathematics, Science, and Social Studies
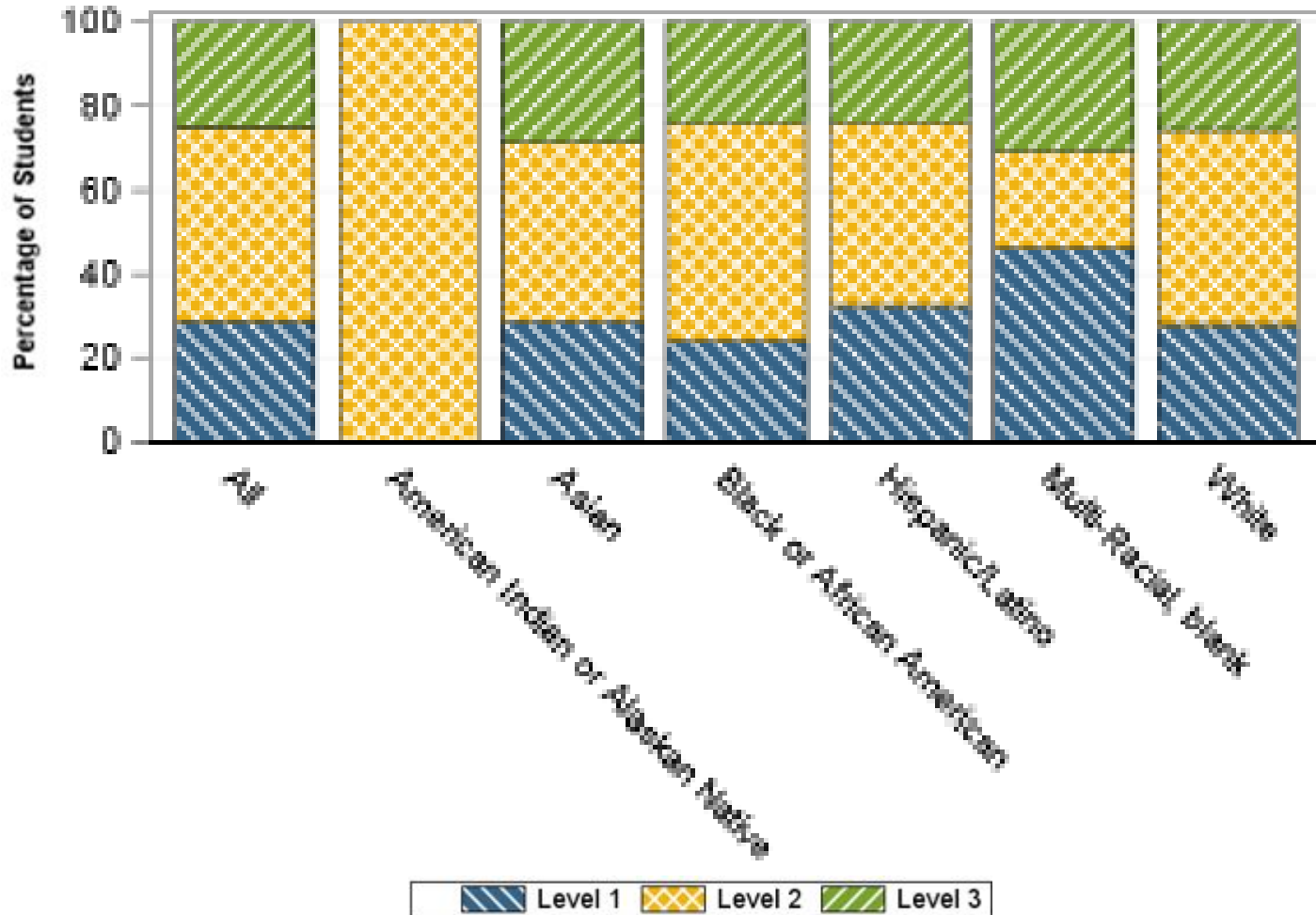# Percentage of Students in Each Achievement Level

Achievement Level	Percent			
	ELA	Mathematics	Science	Social Studies
Level 3	25%	37%	36%	36%
Level 2	46%	33%	35%	35%
Level 1	29%	30%	29%	29%

FSAA—Datafolio Educator Panel: ELA
Impact Data: Gender

Level	Percent		
	All	Female	Male
Level 3	25%	25%	26%
Level 2	46%	48%	45%
Level 1	29%	28%	29%

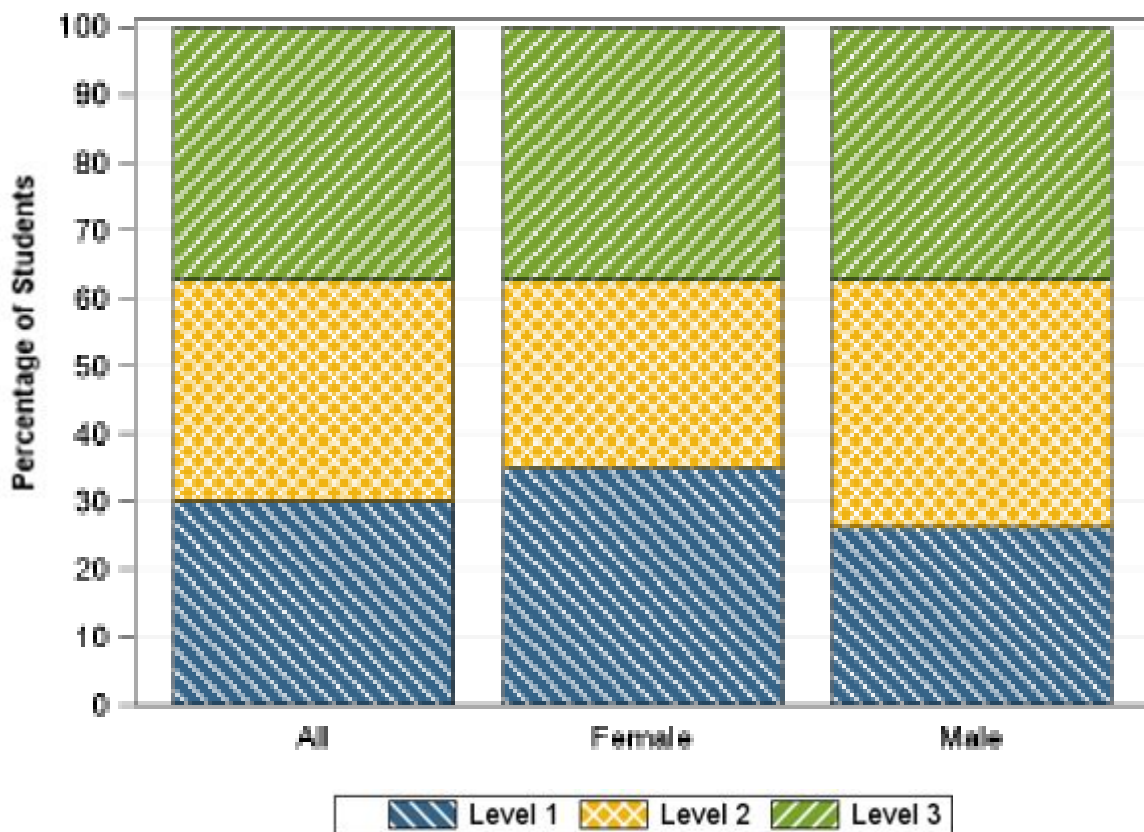# FSAA—Datafolio Educator Panel: ELA Impact Data: Ethnicity

FSAA—Datafolio Educator Panel: ELA Impact Data: Ethnicity

Percent	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-racial or Blank	White or Caucasian
Level 3	25%		29%	24%	24%	31%	26%
Level 2	46%	100%	43%	52%	44%	23%	47%
Level 1	29%		29%	24%	32%	46%	28%

FSAA—Datafolio Educator Panel: Mathematics Impact Data: Gender

Level	Percent		
	All	Female	Male
Level 3	37%	37%	37%
Level 2	33%	28%	37%
Level 1	30%	35%	26%

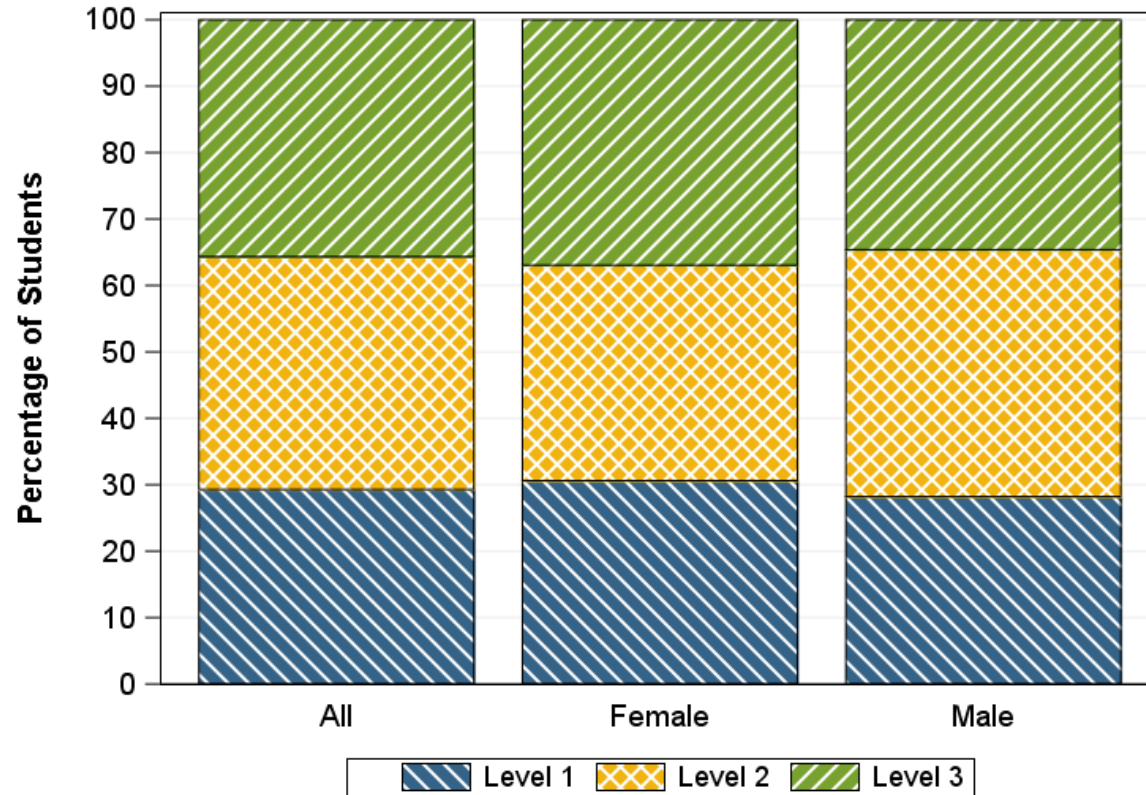# FSAA—Datafolio Educator Panel: Mathematics Impact Data: Ethnicity
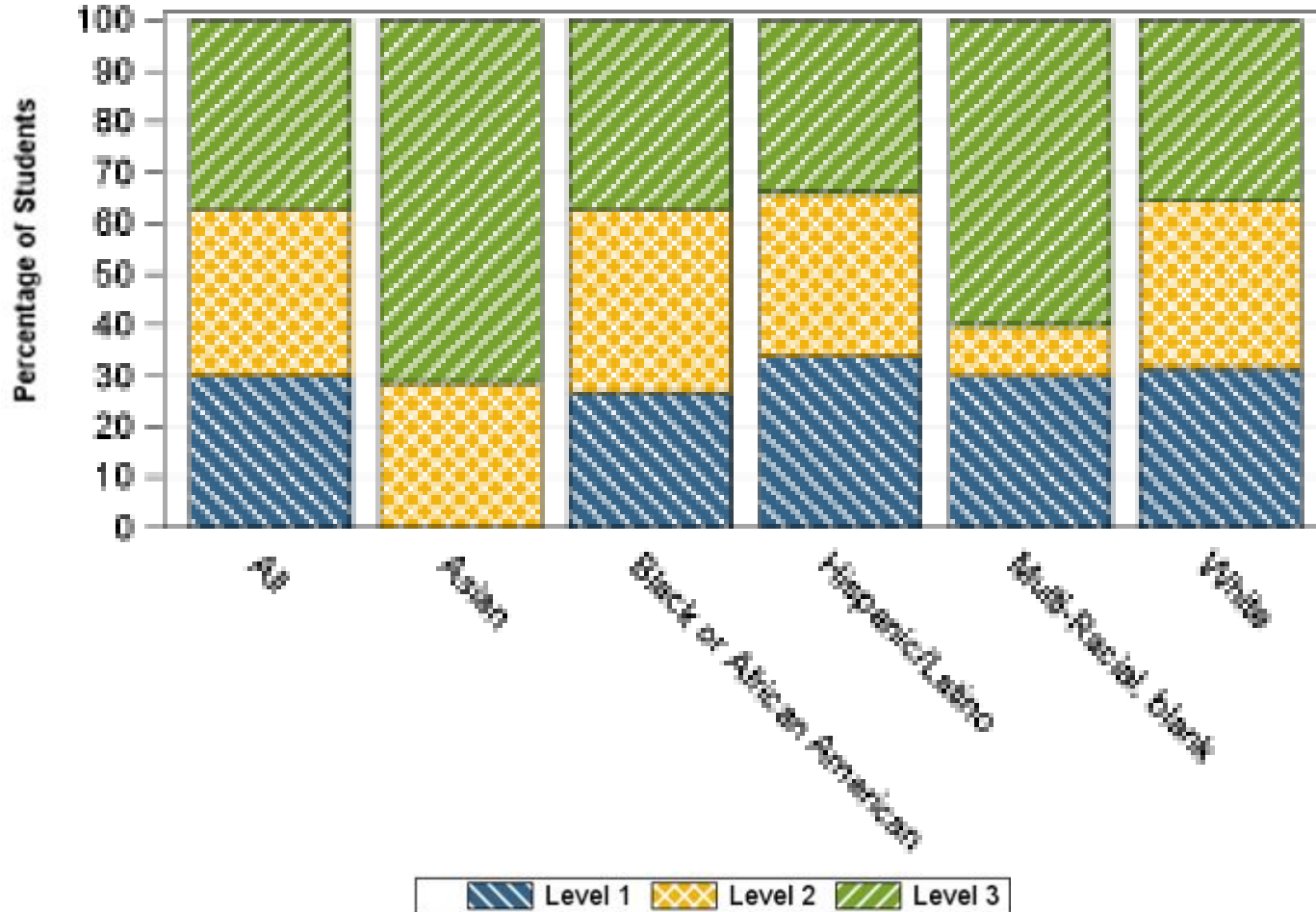
FSAA—Datafolio Educator Panel: Mathematics Impact Data: Ethnicity

Percent	All	Asian	Black or African American	Hispanic or Latino	Multi-racial or Blank	White or Caucasian
Level 3	37%	71%	37%	34%	60%	36%
Level 2	33%	29%	36%	32%	10%	33%
Level 1	30%		27%	34%	30%	32%

FSAA—Datafolio Educator Panel: Science & Social Studies Impact Data: Gender

Level	Percent		
	All	Female	Male
Level 3	36%	37%	35%
Level 2	35%	33%	37%
Level 1	29%	31%	28%

FSAA—Datafolio Educator Panel: Science & Social Studies Impact Data: Ethnicity
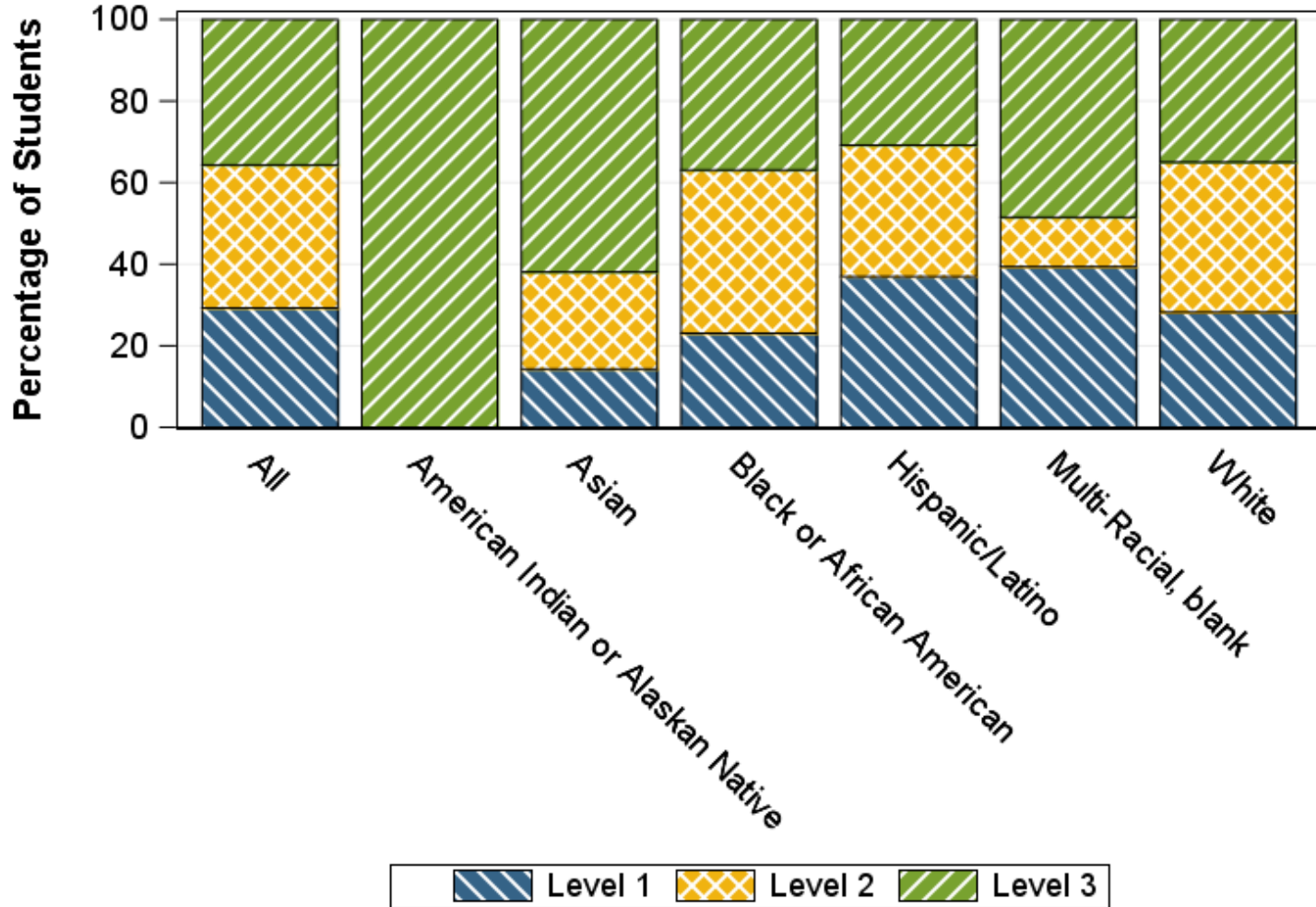
FSAA—Datafolio Educator Panel: Science & Social Studies Impact Data: Ethnicity

Percent	All	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Multi-racial or Blank	White or Caucasian
Level 3	36%	100%	62%	37%	31%	49%	35%
Level 2	35%		24%	40%	32%	12%	37%
Level 1	29%		14%	23%	37%	39%	28%

FSAA—Datafolio Educator Panel
Percentage of Students in Each Achievement Level

Content Area	Level 2 and Above	Level 3
ELA	71%	25%
Mathematics	70%	37%
Science	71%	36%
Social Studies	71%	36%

FSAA Standard Setting: Next Steps

State Board of Education

- Draft rule including the new standards for the FSAA—Performance Task Social Studies assessments and the FSAA—Datafolio assessments will be presented to the State Board of Education for adoption in January 2018.

- The State Board will review:
  - Educator Panel recommendations
  - Public input
  - Commissioner's recommendations

- The State Board will adopt new Achievement Level standards for FSAA—Performance Task Social Studies assessments and the FSAA—Datafolio assessments.

Thank you!

We appreciate your interest in the FSAA Standard Setting process. We invite you to visit the Standard Setting page on the FDOE website to provide your feedback on the educator panels' cut score recommendations. To do so, click Rule Development Feedback Form under Florida Standards Alternate Assessment.

http://www.fldoe.org/accountability/assessments/k-12-student-assessment/stard-setting.stml

www.FLDOE.org