



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

Understanding the Florida Standards Alternate Assessment Performance Task Reports

2019



FLORIDA DEPARTMENT OF
EDUCATION
— fldoe.org —

INTRODUCTION	1
The Family Educational Rights and Privacy Act	1
Purpose of the FSAA Program	1
Grade Levels/Content Areas Tested in 2019	2
FSAA—PERFORMANCE TASK	3
Purpose of the FSAA—Performance Task	3
Testing Format	3
Test Design	3
Item Format	3
Passing Score	4
FSAA—Performance Task Scale Scores and Achievement Levels	4
Table 1: FSAA—Performance Task Scale Scores for Each Achievement Level	4
FSAA—Performance Task Achievement Level Policy Definitions, Achievement Level Descriptions, and Task Level Descriptions	5
Achievement Level Policy Definitions	5
Table 2: FSAA Achievement Level Policy Definitions	5
Achievement Level Descriptions	5
Task Level Descriptions	6
Table 3: FSAA—Performance Task ELA Task Level Descriptions	6
Table 4: FSAA—Performance Task Mathematics Task Level Descriptions	7
Table 5: FSAA—Performance Task Science Task Level Descriptions	8
Table 6: FSAA—Performance Task Social Studies Task Level Descriptions	9
FSAA—Performance Task ELA Assessment: Writing Section	10
Table 7: FSAA—Performance Task Writing Prompt Rubric	10
FSAA—Performance Task Student and School Reports	11
Table 8: FSAA—Performance Task Reports	11
FSAA—Performance Task ELA, Mathematics, Science, and EOC Student and Parent Reports	12
All Content Areas and Grade Levels	12
FSAA—Performance Task ELA, Mathematics, Science, and EOC Student Roster Reports ..	14
FSAA—Performance Task Student Roster Report Participation Codes	14
Table 9: FSAA—Performance Task Participation Codes	14
All FSAA—Performance Task Content Areas and Grade Levels	15
GLOSSARY	16
APPENDIX A: FSAA—PERFORMANCE TASK STUDENT AND PARENT REPORT SAMPLES ...	18
FSAA—Performance Task Grade 5 ELA, Mathematics, and Science Student and Parent Report	19
FSAA—Performance Task U.S. History End-of-Course Student and Parent Report	23
FSAA—Performance Task Algebra 1 End-of-Course Student and Parent Report	25
APPENDIX B: FSAA—PERFORMANCE TASK STUDENT ROSTER REPORT SAMPLES	27
FSAA—Performance Task Mathematics Student Roster Report	28
FSAA—Performance Task Access Civics Student Roster Report	29

INTRODUCTION

This document has been prepared to help you understand the score reports for the Florida Standards Alternate Assessments (FSAA). It includes explanations of the reports; information about the content assessed in English language arts (ELA), mathematics, science, and social studies (Civics and U.S. History) relating to the Florida Standards Access Points (FS-APs) and Next Generation Sunshine State Standards Access Points (NGSSS-APs); and a glossary of the terms used in the reports. (Note: Terms that are defined in the glossary appear in bold text the first time they are used in this document.) This document describes and explains the information included in the following types of FSAA—Performance Task reports:

- **Student and Parent Report**
- **Student Roster Report**

These reports contain information valuable to parents/guardians, schools, and districts in their efforts to better serve the academic needs of individual students and to evaluate and improve curriculum and instruction.

Students' results can be used to:

- identify students' progress toward learning the knowledge and skills contained in the FS-APs and/or the NGSSS-APs;
- assist the **individual educational plan (IEP) team** in writing the Present Levels of Academic Achievement and Functional Performance statement by examining the results in conjunction with other information (e.g., progress reports, report cards, and parent and teacher observations) to see what additional instruction is needed and in what areas; and
- improve instructional planning by determining whether there is a need to adjust the curriculum or whether there is a need for students to be provided with additional supports and learning opportunities.

Authorized school and district users must log in to the FSAA Student Reporting System to access and view the confidential reports listed above.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) requires that access to individual student results, including those provided in FSAA student reports, be restricted to the student, his or her parents/guardians, and authorized school personnel. All superintendents and principals are responsible for maintaining the privacy and security of all student records. In accordance with this federal regulation, authorized school personnel shall have access to the records of students to whom they are providing services when such access is required in the performance of their official duties.

For more information about FERPA, visit the following website:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Purpose of the FSAA 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 (NCLB) Act, 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 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 allowable accommodations, Florida developed the FSAA program.

The FSAA is fully aligned with Florida alternate achievement standards, otherwise known as **Access Points**. Access Points reflect the key concepts of the Florida Standards and the Next Generation Sunshine State Standards 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>.

Determining the appropriate curriculum and, subsequently, the exact method of a student’s participation in the statewide assessment system is an IEP team decision. Concluding that the student needs to receive instruction based on alternate achievement standards via access courses and, therefore, be assessed with the FSAA requires signed permission from the parent or guardian. If the IEP team determines that the student will be assessed with the FSAA, the team will also need to decide whether the student should participate in the FSAA—Performance Task or the FSAA—Datafolio.

Grade Levels/Content Areas Tested in 2019

- Grades 3–10 ELA
- Grades 3–8 Mathematics
- Grades 5 and 8 Science
- Access Algebra 1
- Access Geometry
- Access Biology 1
- Access Civics
- Access U.S. History

Access Civics is assessed in grade 7 or upon completion of the course. Access Algebra 1, Access Geometry, Access Biology 1, and Access U.S. History are each assessed in high school upon completion of the course. These assessments are referred to as end-of-course (EOC) assessments.

FSAA—PERFORMANCE TASK

Purpose of the FSAA—Performance Task

The purpose of the FSAA—Performance Task is to provide appropriate opportunities for participation in mandatory statewide assessments that measure the academic skills that students with significant cognitive disabilities know and are able to demonstrate with respect to the FS-APs for ELA and mathematics and the NGSSS-APs for science and social studies.

Testing Format

The FSAA—Performance Task is a paper-based assessment. Teachers administer and record student responses into the print-based **test booklet**. The test booklet serves as print-based evidence that can be used as a reference tool to double-check, review, and verify student scores. Responses are then entered into the FSAA Online System at a later time.

- The FSAA—Performance Task is administered to each student individually by the student’s exceptional student education (ESE) teacher, a certified teacher, or other licensed professional who has worked extensively with the student and is trained in the assessment procedures.
- Students typically select an answer to a question from three response options represented by pictures, text, numbers, and/or symbols in a **response booklet**.
- Braille and tactile graphics (UEB grades 3–8/Access Civics/Access Algebra 1 and EBAE ELA 1/ELA 2/Access Geometry/Access Biology 1/Access U.S. History) are available for 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.
- Large-print materials are provided to students. The use of real objects, one-sided materials, magnification devices, and augmentative communication methods is also allowed, if needed.

Test Design

The FSAA—Performance Task is designed to assess the broad range of **knowledge, skills, and abilities** (KSAs) of students with the most significant cognitive disabilities. It is a performance-based assessment aligned with the FS-APs for ELA and mathematics and the NGSSS-APs for science and social studies. The assessment measures student performance based on alternate achievement standards.

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 allows for a greater range of access and challenge.

Item Format

The FSAA—Performance Task is built on the idea of providing students the opportunity to work 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 their responses. As the student works through the levels, the tasks increase in complexity.

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. At the Task 1 level of complexity only, a process called **scaffolding** is implemented if a student responds incorrectly to the initial presentation. The number of response options is then reduced from three to two, and the task is readministered to the student. This

scaffolding process is systematically used across all grades and content areas for the Task 1 item sets. Each content area includes 16 item sets. ELA (with the exception of grade 3) includes two writing prompts in addition to the item sets.

Passing Score

For all grade levels and content areas, the minimum **scale score** in **Achievement Level 3** is identified as the **passing score**. For the assessments that are graduation requirements, students must achieve the passing score to meet that requirement. Information about assessment-related graduation requirements is provided in the [Academic Advisement Flyer – What Students and Parents Need to Know](#).

FSAA—Performance Task Scale Scores and Achievement Levels

After the spring 2016 **baseline administration** of FSAA—Performance Task for ELA (grades 3–10), Mathematics (grades 3–8), Science (grades 5 and 8), and Access Algebra 1, Access Biology 1, and Access Geometry EOC assessments, **standard setting** was conducted in February 2017 to establish the **achievement level scale scores** for each grade and content area. Achievement level scale scores were adopted in [State Board of Education Rule 6A-1.09430, Florida Administrative Code](#) by the Florida State Board of Education in May 2017.

The baseline administration of the FSAA—Performance Task for Access Civics and Access U.S. History EOC assessments took place in spring 2017. Standard setting was conducted in July 2017 to establish achievement level scale scores. The achievement level scale scores for Access Civics and Access U.S. History EOC assessments were adopted by the Florida State Board of Education in February 2018 in [State Board of Education Rule 6A-1.09430, Florida Administrative Code](#). Information regarding standard setting, as well as the adopted achievement levels and corresponding scale score ranges, is available on the Florida Department of Education (FDOE) [Standard Setting](#) web page.

The table below outlines the final scale score ranges for each content area and grade level.

Table 1: FSAA—Performance Task Scale Scores for Each Achievement Level

Assessment/Scale	Grade/Content Area	Level 1	Level 2	Level 3	Level 4
ELA Scale: 540–660	3	540–582	583–598	599–617	618–660
	4	540–581	582–596	597–617	618–660
	5	540–582	583–598	599–617	618–660
	6	540–582	583–598	599–617	618–660
	7	540–582	583–598	599–617	618–660
	8	540–581	582–597	598–613	614–660
	9	540–581	582–597	598–619	620–660
Mathematics Scale: 540–660	10	540–583	584–597	598–616	617–660
	3	540–585	586–599	600–616	617–660
	4	540–586	587–598	599–617	618–660
	5	540–585	586–599	600–616	617–660
	6	540–585	586–599	600–616	617–660
	7	540–586	587–599	600–616	617–660
Science Scale: 540–660	8	540–585	586–597	598–614	615–660
	5	540–579	580–598	599–615	616–660
EOC Scale: 725–875	8	540–579	580–599	600–618	619–660
	Access Algebra 1	725–773	774–796	797–822	823–875
	Access Geometry	725–776	777–798	799–826	827–875
	Access Biology 1	725–772	773–794	795–822	823–875
	Access Civics	725–772	773–795	796–817	818–875
Access U.S. History	725–777	778–791	792–817	818–875	

FSA—Performance Task Achievement Level Policy Definitions, Achievement Level Descriptions, and Task Level Descriptions

Achievement Level Policy Definitions

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

Table 2: FSA Achievement Level Policy Definitions

Florida Standards Alternate Assessment Achievement Level Policy Definitions			
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.

Achievement Level Descriptions

For each achievement level on an assessment, **achievement level descriptions** (ALDs) outline observable evidence of achievement, demonstrating how the skill changes and becomes more complex across achievement levels. The FSA—Performance Task ALDs provide achievement expectations through demonstration of certain complex KSAs that are required in a particular achievement level. These are specific to each grade and content area. The information in these achievement expectations includes the FS-APs, NGSSS-APs, **essential understandings** (EUs), and performance-specific detail within each achievement level. EUs provide a variety of entry points where a student may begin to interact with grade-level content. They serve as benchmarks along the continuum of learning to ensure progress toward the Access Points. Each achievement level contains some examples of the FS-APs, NGSSS-APs, and/or EUs that may be assessed within tasks (Task 1, Task 2, and Task 3).

Task Level Descriptions

The FSAA—Performance Task is designed to allow students to participate through three levels of complexity within each of the 16 item sets, with Task 1 being the least complex and Task 3 being the most complex. The table below describes general knowledge and skills that students may be required to demonstrate at each task level for the specific reported content area. This information and how your student performed within each of these task levels is provided in the Student and Parent Report.

Table 3: FSAA—Performance Task ELA Task Level Descriptions

ELA	
Task 1	<ul style="list-style-type: none"> • Tasks at this level generally require the student to recall previously learned information or pull words or phrases directly from the stimulus. • The student may be asked to identify, state, label, recognize, match, recall, or retell information related to the skill being assessed. • The setting may reference home and school activities with the use of familiar words or basic content-specific words (e.g., sentence, topic, syllable, basic punctuation).
Task 2	<ul style="list-style-type: none"> • Tasks at this level generally require the student to make some level of inference beyond recall. • The student may be asked to demonstrate, follow, select, locate, read, spell, describe, or define information related to the skill being assessed. • The setting may reference home, school, and/or community with a combination of familiar words and content-specific words (e.g., main idea, claim, noun, prefix).
Task 3	<ul style="list-style-type: none"> • Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response. Some tasks may also require the student to make connections between texts, topics, or media. • The student may be asked to explain, compare/contrast, conclude, categorize, translate, paraphrase, summarize, or predict information related to the skill being assessed. • The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content-specific/complex content-specific words (e.g., adjective phrase, point of view, detail, personification).

Table 4: FSAA—Performance Task Mathematics Task Level Descriptions

Mathematics	
Task 1	<ul style="list-style-type: none">• Tasks at this level generally require the student to recall previously learned information or pull numbers, shapes, or descriptions directly from the stimulus.• The student may be asked to identify, state, label, recognize, match, or recall information related to the skill being assessed.• The setting may reference home and school activities with the use of familiar words or basic content-specific words (e.g., circle, addition, graph, pattern).
Task 2	<ul style="list-style-type: none">• Tasks at this level generally require the student to make some level of calculation beyond recall.• The student may be asked to demonstrate, follow, count, measure, select, or locate information related to the skill being assessed.• The setting may reference home, school, and/or community with a combination of familiar words and content-specific words (e.g., geometric shapes, fraction, data table, measurement).
Task 3	<ul style="list-style-type: none">• Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response.• The student may be asked to estimate, compute, solve, or classify information related to the skill being assessed.• The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content-specific/complex content-specific words (e.g., area, formula, variable, equation).

Table 5: FSAA—Performance Task Science Task Level Descriptions

Science	
Task 1	<ul style="list-style-type: none"> • Tasks at this level generally require the student to recall previously learned information or pull words or phrases directly from the stimulus. • The student may be asked to identify, state, label, recognize, match, recall, or retell information related to the skill being assessed. • The setting may reference home and school activities with the use of familiar words or basic content-specific words (e.g., weather, energy, liquid, basic body parts).
Task 2	<ul style="list-style-type: none"> • Tasks at this level generally require the student to make some level of inference. • The student may be asked to demonstrate, follow, select, locate, describe, or define information related to the skill being assessed. • The setting may reference home, school, and/or community with a combination of familiar words and content-specific words (e.g., animal facts, heat, light, internal function of organs).
Task 3	<ul style="list-style-type: none"> • Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response. • The student may be asked to explain, predict, or classify information related to the skill being assessed. • The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content-specific/complex content-specific words (e.g., life cycle, respiratory system, gravity, genes, environmental/global issues).

Table 6: FSAA—Performance Task Social Studies Task Level Descriptions

Social Studies	
Task 1	<ul style="list-style-type: none">• Tasks at this level generally require the student to recall previously learned information or pull words or phrases directly from the stimulus.• The student may be asked to identify, state, recognize, match, or recall information related to the skill being assessed.• The setting may reference home and school activities with the use of familiar words or basic content-specific words (e.g., laws, citizen, government, United States, historian).
Task 2	<ul style="list-style-type: none">• Tasks at this level generally require the student to make some level of inference.• The student may be asked to follow, select, locate, describe, or define information related to the skill being assessed.• The setting may reference home, school, and/or community with a combination of familiar words and content-specific words (e.g., legal, branches of government, jobs, peace, protest).
Task 3	<ul style="list-style-type: none">• Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response.• The student may be asked to explain, compare/contrast, conclude, or categorize information related to the skill being assessed.• The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content-specific/complex content-specific words (e.g., amendment, naturalization, population, economy, civil rights).

FSAA—Performance Task ELA Assessment: Writing Section

The FSAA—Performance Task ELA assessments include a writing section for grades 4–10. The writing section contains two parts, and results for each part are scored and reported differently.

The first part of the writing section is similar in presentation to other FSAA—Performance Task selected-response items and requires students to select correct responses from choices related to a provided text. These do not, however, vary in complexity, and there is no scaffolding process. Results for the first part of the writing section are shown on the ELA Student and Parent Report as the number of correct responses achieved by the student out of the five items.

The second part of the writing section is an open-response format in which the student constructs a written response to a given prompt. This portion of the writing section targets four specific components of a student’s written response: the title, the introduction, the supporting details, and the conclusion. The rubric below provides the scoring criteria on each component of the open-response writing prompt.

Table 7: FSAA—Performance Task Writing Prompt Rubric

Component	Score 3 Complete	Score 2 Partial	Score 1 Insufficient	Score 0 No (None)
Title	Your student’s response provided a complete title.	Your student’s response provided a partial title.	Your student’s response provided an insufficient title.	Your student’s response provided no title.
Introduction	Your student’s response provided a complete introduction.	Your student’s response provided a partial introduction.	Your student’s response provided an insufficient introduction.	Your student’s response provided no introduction.
Supporting Details	Your student’s response provided complete details.	Your student’s response provided partial details.	Your student’s response provided insufficient details.	Your student’s response provided no details.
Conclusion	Your student’s response provided a complete conclusion.	Your student’s response provided a partial conclusion.	Your student’s response provided an insufficient conclusion.	Your student’s response provided no conclusion.

FSAA—Performance Task Student and School Reports

Reports for the FSAA—Performance Task are provided both at the student level and school level. Student-level reports, or Student and Parent Reports, are provided to schools both electronically and as paper reports to distribute to parents. Similarly, school-level reports, or Student Roster Reports, are provided to schools electronically and as paper reports.

The table below indicates which report is provided depending on the grade level(s) or content area assessed and where the sample report used to provide a description of that report is located within this document.

Table 8: FSAA—Performance Task Reports


Report Level	FSAA—Performance Task Report Type	Grade Level/ Content Area	Page(s) of Report Description
Student	ELA and Mathematics Student and Parent Report	Grades 3, 4, 6, and 7	12–13
	ELA, Mathematics, and Science Student and Parent Report	Grades 5 and 8	
	ELA 1 Student and Parent Report	Grade 9	
	ELA 2 Student and Parent Report	Grade 10	
	EOC Student and Parent Report (one content area per report)	Access Algebra 1, Access Geometry, Access Biology 1, Access Civics, Access U.S. History	
School	ELA Student Roster Report	Grades 3–8	14–15
	Mathematics Student Roster Report	Grades 3–8	
	Science Student Roster Report	Grades 5 and 8	
	ELA 1 Student Roster Report	Grade 9	
	ELA 2 Student Roster Report	Grade 10	
	Access Algebra 1 Student Roster Report	Access Algebra 1	
	Access Geometry Student Roster Report	Access Geometry	
	Access Biology 1 Student Roster Report	Access Biology 1	
	Access Civics Student Roster Report	Access Civics	
	Access U.S. History Student Roster Report	Access U.S. History	

FSAA—Performance Task ELA, Mathematics, Science, and EOC Student and Parent Reports

All Content Areas and Grade Levels

Readers should have a copy of the Student and Parent Report when reviewing and interpreting information provided in this section. A chart indicating which Student and Parent Report should have been provided based on the student’s grade level and/or content area is available on [page 11](#).

The FSAA—Performance Task Student and Parent Report for ELA, Mathematics, Science, and EOC assessments is a multi-page color report. The report provides general information about the FSAA program, resources for parents, and the student’s 2019 FSAA—Performance Task results, including the student’s scale score, achievement level, and accuracy within each **complexity level**. The report also indicates how the student’s performance compares to that of other students who took the same test in the same school, in the same district, and in the state.



THE FLORIDA STANDARDS ALTERNATE ASSESSMENT PERFORMANCE TASK STUDENT AND PARENT REPORT

Name: LASTNAME, FIRSTNAME	Spring 2019
FLEID: FL000000000000	District: DA-Demonstration District A
Grade: 05	School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student’s performance on the Florida Standards Alternate Assessment—Performance Task (FSAA—PT). The Florida Standards Alternate Assessment is designed to measure the academic skills your student knows and is able to demonstrate with respect to the Florida Standards Access Points for English language arts (ELA) and mathematics; and the Next Generation Sunshine State Standards Access Points in science and social studies. The FSAA—PT 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.

At the Task 1 level of complexity, a process called “scaffolding” occurs if a student is unable to respond correctly to the initial presentation. The number of response options is then reduced from three to two, and the task is readministered to the student. If your student utilized this supplementary support, the number of times your student was successful is indicated within the Task 1 Student Accuracy section of each content area. This information can be used to help support discussions about your student’s current academic abilities and can support and inform instructional planning with your student’s teacher.

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

1 This section of the report provides assessment design information and references to specific websites that offer resources to parents and teachers to support preparation for the next grade/course.

Your Student's Performance on the Grade 5 English Language Arts Assessment

Your Student's Achievement Level ²

LEVEL 4 This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, and differentiate and generalize specific academic skills derived from instruction and practice.

Complexity Level ⁴ **Student Accuracy** ⁵

TASK 1
 * Tasks at this level generally require the student to recall previously learned information or pull words or phrases directly from the stimulus.
 * The student may be asked to: identify, state, label, recognize, match, recall, or retell information related to the skill being assessed.
 * The setting may reference home and school activities with the use of familiar words or basic content-specific words (e.g., sentence, topic, syllable, basic punctuation).

Your student correctly answered 16 out of 16 questions.
Your student's accuracy is 100%.

TASK 2
 * Tasks at this level generally require the student to make some level of inference beyond recall.
 * The student may be asked to: demonstrate, follow, select, locate, read, spell, describe, or define information related to the skill being assessed.
 * The setting may reference home, school, and/or community with a combination of familiar words and content-specific words (e.g., main idea, claim, noun, prefix).

Your student correctly answered 11 out of 16 questions.
Your student's accuracy is 69%.

TASK 3
 * Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response. Some tasks may also require the student to make connections between texts, topics, or media.
 * The student may be asked to: explain, compare/contrast, conclude, categorize, translate, paraphrase, summarize, or predict information related to the skill being assessed.
 * The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content-specific/complex content-specific words (e.g., adjective phrases, point of view, detail, personification).

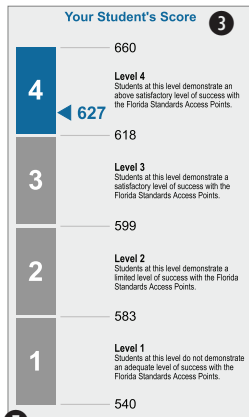
Your student correctly answered 11 out of 11 questions.
Your student's accuracy is 100%.

WRITING TASK
 Writing tasks and prompts require students to identify title, introduction, supporting details, and conclusion in response to text.

Your student correctly answered 5 out of 5 questions.
Your student's accuracy is 100%.

Writing Prompt Component ⁶

Writing Prompt Component	Score	Description
Title	3	Your student's response provided a complete title.
Introduction	3	Your student's response provided a complete introduction.
Supporting Details	3	Your student's response provided complete supporting details.
Conclusion	3	Your student's response provided a complete conclusion.



Your Student's Achievement Levels Over Time on the English Language Arts Assessment ⁷

Academic Year	Achievement Level
2019	Level 4
2018	Level 3
2017	Level 3

Your Student's Performance on the FSAA Compared to School, District, and State
 Percentage of students in each achievement level in your student's school, district, and state.

8

	School	District	State
Level 4	11%	12%	20%
Level 3	44%	40%	36%
Level 2	32%	40%	25%
Level 1	13%	8%	18%

Your Student's Performance on the Grade 5 Mathematics Assessment

Your Student's Achievement Level

LEVEL 3 This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice.

Complexity Level ⁵ **Student Accuracy** ⁹

TASK 1
 * Tasks at this level generally require the student to recall previously learned information or pull numbers, shapes, or descriptions directly from the stimulus.
 * The student may be asked to: identify, state, label, recognize, match, or recall information related to the skill being assessed.
 * The setting may reference home and school activities with the use of familiar words or basic content-specific words (e.g., circle, addition, graph, pattern).

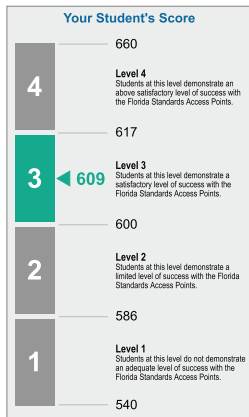
Your student correctly answered 15 out of 16 questions.
Your student's accuracy is 94%.

TASK 2
 * Tasks at this level generally require the student to make some level of calculation beyond recall.
 * The student may be asked to demonstrate, follow, count, measure, select, or locate information related to the skill being assessed.
 * The setting may reference home, school, and/or community with a combination of familiar words and content-specific words (e.g., geometric shapes, fraction, data table, measurement).

Your student correctly answered 9 out of 15 questions.
Your student's accuracy is 60%.

TASK 3
 * Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response.
 * The student may be asked to: estimate, compute, solve, or classify information related to the skill being assessed.
 * The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content-specific/complex content-specific words (e.g., area, formula, variable, equation).

Your student correctly answered 4 out of 9 questions.
Your student's accuracy is 44%.



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

Academic Year	Achievement Level
2019	Level 3
2018	Level 2
2017	Level 2

Your Student's Performance on the FSAA Compared to School, District, and State
 Percentage of students in each achievement level in your student's school, district, and state.

	School	District	State
Level 4	5%	4%	20%
Level 3	34%	28%	30%
Level 2	48%	52%	28%
Level 1	13%	16%	22%

- Your Student's Achievement Level:** This section of the report provides the student's achievement level and ALD specific to grade and content area.
- Your Student's Score:** This section of the report provides the scale score for the specific grade and content area. The student's scale score and the associated Achievement Level Policy Definition is stated within the chart.
- Complexity Level:** This describes ability expectations of students when working within Tasks 1, 2, and 3. The corresponding task level description is provided on the Student and Parent Report, as applicable to content.
- Student Accuracy:** This provides the student's performance within each task level. It indicates how many items were answered correctly (e.g., X out of the 16 items at Task 1).
- Writing Task:** Specific to the ELA assessment for grades 4–10, the Complexity Level and Student Accuracy sections provide results for the text-based writing assessment. For the selected-response questions, the Student Accuracy section indicates how many items were answered correctly out of all presented items that contributed to the student's score (i.e., X out of the 5 items). For the open-response writing prompt, scores are provided for each of the four components assessed.
- Your Student's Achievement Levels Over Time:** This section of the report provides historical information as the student continues their educational career and participation in the FSAA—Performance Task assessment.
- Performance Compared*:** This section of the report offers insight as to the student's performance in relation to their peers in their school, their district, and the state.
- Scaffolding:** If the student utilized supplementary support, the number of times the student was successful when response options were reduced to two choices is indicated.

*To ensure confidentiality of individual student results and discourage generalizations about school or district performance based on very small populations, achievement level percentages are not provided for groups of students fewer than ten. Consequently, schools or districts with a very small number of students enrolled in a grade may not show results in this section of the Student and Parent Report.

FSAA—Performance Task ELA, Mathematics, Science, and EOC Student Roster Reports

District or school personnel must log in to the FSAA Student Reporting System to access and view their FSAA—Performance Task Student Roster Reports. A chart indicating which Student Roster Report should have been provided based on grade level and/or content area is available on [page 11](#). Only authorized district and school personnel may access this report in the FSAA Student Reporting System since it contains confidential student information.

FSAA—Performance Task Student Roster Report Participation Codes

Participation codes are used to determine which students should be included in state calculations and to indicate the reason that a student may not have received a score. Participation codes are located under the “Participation Status” column on the right side of the Student Roster Report. The accompanying text description can be found in the participation status legend on the bottom of the Student Roster Report.


Table 9: FSAA—Performance Task Participation Codes

Participation Code	Participation Status Description
0	Not Tested-Unspecified
1	Tested
2	Absent
3	Deceased*
4	EOC Deferred
5	Extraordinary Exemption
6	Homeschool
7	Hospitalized
8	LY < 1 yr – ELA ONLY
9	McKay Scholarship
10	Medical Complexity
11	Not in Tested Grade
12	Participating in Datafolio
13	Participating in FSA ELA/MATH/SCIENCE/SOC. STUDIES
14	Test Administration Violation
15	Withdrew
16	Did Not Meet Attemptedness

**Due to the sensitive nature of this participation code, it is not indicated on the Student Roster Report. It is only provided to the district in the district data files.*

All FSAA—Performance Task Content Areas and Grade Levels

Readers should view the FSAA—Performance Task Student Roster Report for ELA, Mathematics, Science, ELA 1, ELA 2, or EOC (Access Algebra 1, Access Geometry, Access Biology 1, Access Civics, and Access U.S. History) when reviewing and interpreting information provided in this section.

 Florida Standards Alternate Assessment <small>PERFORMANCE TASK</small>		Florida Standards Alternate Assessment – Performance Task Student Roster Report Spring 2019 Administration						District: DA-Demonstration District A School: DEM1-Demonstration School 1						
ENGLISH LANGUAGE ARTS														
Student Name	FLEID	Grade	Score	Achievement Level	Task 1 Accuracy	Task 2 Accuracy	Task 3 Accuracy	Task Accuracy	Writing				Participation Status	
									Prompt Rubric Dimensions & Scores					
									Title	Introduction	Supporting Details	Conclusion		
LAST NAME, FIRST NAME	FL000000000000	04												12
LAST NAME, FIRST NAME	FL000000000000	04	591	Level 2	12 out of 16	7 out of 12	4 out of 7	2 out of 5	1	1	1	1	1	1
LAST NAME, FIRST NAME	FL000000000000	05	603	Level 3	16 out of 16	10 out of 16	4 out of 10	4 out of 5	3	2	2	1	1	1
LAST NAME, FIRST NAME	FL000000000000	05	597	Level 2	16 out of 16	12 out of 16	5 out of 12	2 out of 5	1	1	1	1	1	1
LAST NAME, FIRST NAME	FL000000000000	05	586	Level 2	10 out of 16	6 out of 10	3 out of 6	2 out of 5	2	1	1	1	1	1
LAST NAME, FIRST NAME	FL000000000000	05												12
LAST NAME, FIRST NAME	FL000000000000	05	575	Level 1	5 out of 16	2 out of 5	0 out of 2	1 out of 5	1	1	1	1	1	1
LAST NAME, FIRST NAME	FL000000000000	06	574	Level 1	7 out of 16	5 out of 7	0 out of 5	0 out of 5	0	0	0	0	0	1
LAST NAME, FIRST NAME	FL000000000000	06												12
LAST NAME, FIRST NAME	FL000000000000	06	574	Level 1	6 out of 16	1 out of 6	0 out of 1	0 out of 5	2	1	1	1	1	1
LAST NAME, FIRST NAME	FL000000000000	06	582	Level 1	7 out of 16	3 out of 7	2 out of 3	2 out of 5	2	1	1	1	1	1
LAST NAME, FIRST NAME	FL000000000000	06	578	Level 1	9 out of 16	3 out of 9	0 out of 3	0 out of 5	1	1	1	1	1	1
LAST NAME, FIRST NAME	FL000000000000	07	555	Level 1	1 out of 16	0 out of 1	NA	1 out of 5	0	0	0	0	0	1
LAST NAME, FIRST NAME	FL000000000000	07	573	Level 1	5 out of 16	2 out of 5	0 out of 2	2 out of 5	1	1	1	1	0	1
LAST NAME, FIRST NAME	FL000000000000	07	566	Level 1	4 out of 16	0 out of 4	NA	0 out of 5	0	0	1	1	1	1
LAST NAME, FIRST NAME	FL000000000000	07	587	Level 2	13 out of 16	4 out of 13	2 out of 4	3 out of 5	1	1	1	1	1	1
LAST NAME, FIRST NAME	FL000000000000	08	584	Level 2	11 out of 16	5 out of 11	0 out of 5	3 out of 5	0	0	0	0	0	1
LAST NAME, FIRST NAME	FL000000000000	08	584	Level 2	11 out of 16	4 out of 11	1 out of 4	5 out of 5	0	0	0	0	0	1
LAST NAME, FIRST NAME	FL000000000000	08	569	Level 1	5 out of 16	0 out of 5	NA	1 out of 5	0	0	0	0	0	1
LAST NAME, FIRST NAME	FL000000000000	08												12
LAST NAME, FIRST NAME	FL000000000000	08	567	Level 1	4 out of 16	0 out of 4	NA	2 out of 5	0	0	0	0	0	1
LAST NAME, FIRST NAME	FL000000000000	08	584	Level 2	11 out of 16	4 out of 11	1 out of 4	4 out of 5	0	0	0	0	0	1
LAST NAME, FIRST NAME	FL000000000000	08												12
LAST NAME, FIRST NAME	FL000000000000	08												12

Participation Status Legend

0 = Not Tested-Unspecified	5 = Extraordinary Exemption	9 = McKay Scholarship	13 = Participating in FSA ELA/MATH/SCIENCE/SOC. STUDIES
1 = Tested	6 = Home School	10 = Medical Complexity	14 = Test Administration Violation
2 = Absent	7 = Hospitalized	11 = Not in Tested Grade	15 = Withdraw
4 = EOC Deferred	8 = LY < 1 yr – ELA ONLY	12 = Participating in Datafolio	16 = Did Not Meet Attemptedness

- Top of Report:** The title of the report, assessment administration, and subject are printed on the top center of the report. District and school information are listed on the top right of the report.
- Report Results Table:** Each student’s name, student identification number (FLEID), grade, scale score, and achievement level are listed by ascending grade order. The colors in the “Achievement Level” column correspond to the color associated with that achievement level as shown on the FSAA Achievement Level Policy Definitions table found on [page 5](#). The remainder of the row includes each student’s task accuracy by task level and participation status. For ELA grades 4–10 only, the report results table includes the Writing prompt rubric dimensions and scores.
- Bottom of Report:** The participation status legend is provided at the bottom of the report to clarify what each number in the “Participation Status” column indicates.

GLOSSARY

Access Points (APs): Florida Standards Access Points (FS-APs) and Next Generation Sunshine State Standards Access Points (NGSSS-APs) reflect the key concepts of the Florida Standards and the Next Generation Sunshine State Standards at reduced levels of complexity. For more information, please visit <http://www.cpalms.org>.

Achievement Levels: Four categories of achievement that represent the success students demonstrate with the content assessed. The achievement levels are helpful in interpreting what a student's score represents. FSAA—Performance Task achievement levels range from 1 to 4, with Level 1 being the lowest and Level 4 being the highest. Achieving a score in Level 3 or higher is considered satisfactory. The minimum score in Level 3 is the passing score for each assessment.

Achievement Level Descriptions (ALDs): Outline performance expectations across the four achievement levels. FSAA Achievement Level Policy Definitions and achievement level descriptions containing each description by content area and grade are available on the [FSAA page](#) of the FDOE website.

Achievement Level Scale Scores: The scores for placement in each of the four achievement levels. The scale scores are established through a process called standard setting and were established for the FSAA—Performance Task in [State Board of Education Rule 6A-1.09430](#).

Baseline Administration: The first administration of new assessments aligned to statewide standards. Student results from the baseline administration are used in the process of standard setting.

Complexity Level: 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. In the Complexity Level section of the Student and Parent Report, information is provided on the general knowledge and skills the student may be required to demonstrate at each task level by content area.

Essential Understandings (EUs): Provide a variety of entry points where a student may begin to interact with grade-level content, and serve as benchmarks along the continuum of learning to ensure progress toward the Access Points.

Individual Educational Plan (IEP): An IEP is a written plan that outlines which exceptional student education (ESE) services a school shall provide to a student to meet his or her educational needs.

Individual Educational Plan (IEP) Team: Every IEP team consists of individuals who fulfill roles required by federal and state laws and regulations. The student's parent or guardian and the student, as appropriate, are required members of the IEP team. IEP teams are responsible for determining whether students with disabilities will be instructed in the general standards or Access Points and, subsequently, assessed through the administration of the general statewide, standardized assessment (with or without accommodations) or the alternate assessment aligned to alternate achievement standards based on criteria outlined in [Rule 6A-1.0943\(5\), Florida Administrative Code \(F.A.C.\)](#).

Knowledge, Skills, and Abilities (KSAs): Attributes that are required to perform at a particular achievement level.

Passing Score: The minimum scale score in Achievement Level 3 for each grade and subject area assessed.

Response Booklet: A print-based booklet that contains stimuli and response options represented by pictures, text, numbers, and/or symbols. Response booklets are provided for ELA, mathematics, science, and social studies.

Scaffolding: 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.

Scale Score: A scale score is used to report student results on the entire assessment on the FSAA—Performance Task scale. In ELA (grades 3–10), Math (grades 3–8), and Science (grades 5 and 8), the scale score range is 540–660. For all Access EOCs, the scale range is 725–875.

Standard Setting: The process by which achievement level scale scores are established. Standard setting is based on input from educators, community and business leaders, and the public, as well as the state’s education leadership.

Student and Parent Report: An individual student report that provides confidential student-specific results for each academic area assessed. The report provides general information about the FSAA program, resources for parents, and the student’s FSAA—Performance Task results, including the student’s scale score, achievement level, and accuracy within each complexity level. The report also indicates how the student’s performance compares to that of other students who took the same assessment in the same school, in the same district, and in the state.

Student Roster Report: For each academic area, schools will be provided with a roster-style report of their students who participated in the FSAA—Performance Task. The report captures all students’ individual performances by content area and grade, including participation codes as applicable.

Test Booklet: A print-based booklet in which teachers record student responses.

APPENDIX A: FSAA—PERFORMANCE TASK STUDENT AND PARENT REPORT SAMPLES

Authorized users must log in to the FSAA Student Reporting System to access and view the confidential Student and Parent Reports.

The Student and Parent Report is not translated into Spanish or Haitian Creole.

The following FSAA—Performance Task Student and Parent Report samples are included in this appendix:

- FSAA—Performance Task Grade 5 ELA, Mathematics, and Science Student and Parent Report 19
- FSAA—Performance Task Access U.S. History End-of-Course Student and Parent Report 23
- FSAA—Performance Task Access Algebra 1 End-of-Course Student and Parent Report 25



THE FLORIDA STANDARDS ALTERNATE ASSESSMENT PERFORMANCE TASK STUDENT AND PARENT REPORT

Name: LASTNAME, FIRSTNAME

Spring 2019

FLEID: FL000000000000

District: DA-Demonstration District A

Grade: 05

School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student’s performance on the Florida Standards Alternate Assessment—Performance Task (FSAA—PT). The Florida Standards Alternate Assessment is designed to measure the academic skills your student knows and is able to demonstrate with respect to the Florida Standards Access Points for English language arts (ELA) and mathematics; and the Next Generation Sunshine State Standards Access Points in science and social studies. The FSAA—PT 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.

At the Task 1 level of complexity, a process called “scaffolding” occurs if a student is unable to respond correctly to the initial presentation. The number of response options is then reduced from three to two, and the task is readministered to the student. If your student utilized this supplementary support, the number of times your student was successful is indicated within the Task 1 Student Accuracy section of each content area. This information can be used to help support discussions about your student’s current academic abilities and can support and inform instructional planning with your student’s teacher.

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

Your Student's Performance on the Grade 5 English Language Arts Assessment

Your Student's Achievement Level



This category represents strong academic achievement. Students scoring in this category are able to make inferences, consistently relate to more abstract material, and differentiate and generalize specific academic skills derived from instruction and practice.

Complexity Level	Student Accuracy
<p>TASK 1</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to recall previously learned information or pull words or phrases directly from the stimulus. The student may be asked to: identify, state, label, recognize, match, recall, or retell information related to the skill being assessed. The setting may reference home and school activities with the use of familiar words or basic content-specific words (e.g., sentence, topic, syllable, basic punctuation). 	<p>Your student correctly answered 16 out of 16 questions.</p> <p>Your student's accuracy is 100%.</p>
<p>TASK 2</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to make some level of inference beyond recall. The student may be asked to: demonstrate, follow, select, locate, read, spell, describe, or define information related to the skill being assessed. The setting may reference home, school, and/or community with a combination of familiar words and content-specific words (e.g., main idea, claim, noun, prefix). 	<p>Your student correctly answered 11 out of 16 questions.</p> <p>Your student's accuracy is 69%.</p>
<p>TASK 3</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response. Some tasks may also require the student to make connections between texts, topics, or media. The student may be asked to: explain, compare/contrast, conclude, categorize, translate, paraphrase, summarize, or predict information related to the skill being assessed. The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content-specific/complex content-specific words (e.g., adjective phrase, point of view, detail, personification). 	<p>Your student correctly answered 11 out of 11 questions.</p> <p>Your student's accuracy is 100%.</p>
<p>WRITING TASK</p> <p>Writing tasks and prompt require students to identify title, introduction, supporting details, and conclusion in response to text.</p>	<p>Your student correctly answered 5 out of 5 questions.</p> <p>Your student's accuracy is 100%.</p>

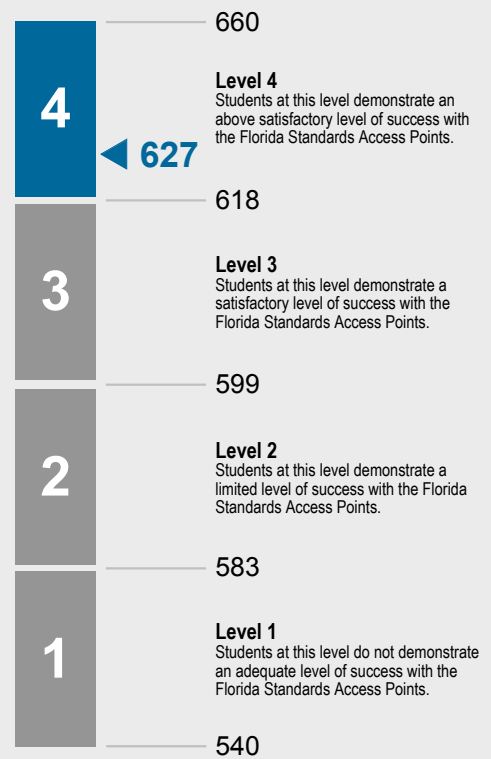
Writing Prompt Component	Score †	Description
Title	3	Your student's response provided a complete title.
Introduction	3	Your student's response provided a complete introduction.
Supporting Details	3	Your student's response provided complete supporting details.
Conclusion	3	Your student's response provided a complete conclusion.

† Scores for each component range from zero to three points earned.

FLEID: FL000000000000

Name: LASTNAME, FIRSTNAME

Your Student's Score



Your Student's Achievement Levels Over Time on the English Language Arts Assessment

Academic Year	Achievement Level
2019	Level 4
2018	Level 3
2017	Level 3

Your Student's Performance on the FSA Compared to School, District, and State

Percentage of students in each achievement level in your student's school, district, and state.

	School	District	State
Level 4	11%	12%	20%
Level 3	44%	40%	36%
Level 2	32%	40%	25%
Level 1	13%	8%	18%

Your Student's Performance on the Grade 5 Mathematics Assessment

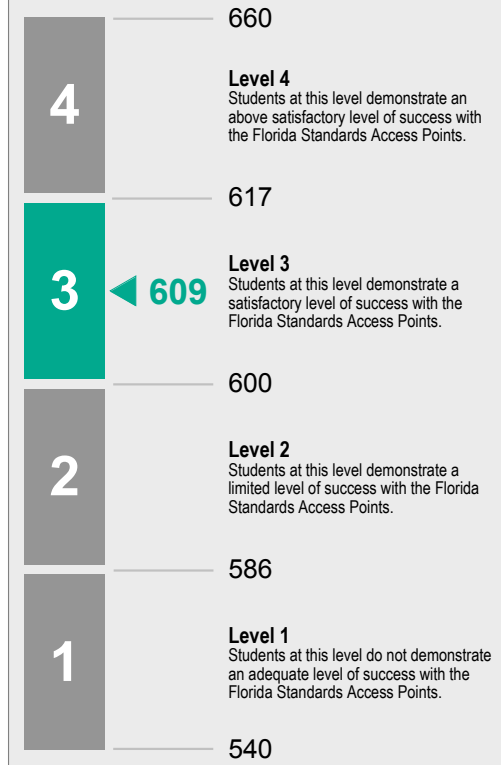
Your Student's Achievement Level



This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice.

Complexity Level	Student Accuracy
<p>TASK 1</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to recall previously learned information or pull numbers, shapes, or descriptions directly from the stimulus. The student may be asked to: identify, state, label, recognize, match, or recall information related to the skill being assessed. The setting may reference home and school activities with the use of familiar words or basic content-specific words (e.g., circle, addition, graph, pattern). 	<p>Your student correctly answered 15 out of 16 questions.</p> <p>Your student's accuracy is 94%.</p> <p>In Mathematics at the Task 1 level, your student was successful 1 out of 1 times when response options were reduced to two choices.</p>
<p>TASK 2</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to make some level of calculation beyond recall. The student may be asked to: demonstrate, follow, count, measure, select, or locate information related to the skill being assessed. The setting may reference home, school, and/or community with a combination of familiar words and content-specific words (e.g., geometric shapes, fraction, data table, measurement). 	<p>Your student correctly answered 9 out of 15 questions.</p> <p>Your student's accuracy is 60%.</p>
<p>TASK 3</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response. The student may be asked to: estimate, compute, solve, or classify information related to the skill being assessed. The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content-specific/complex content-specific words (e.g., area, formula, variable, equation). 	<p>Your student correctly answered 4 out of 9 questions.</p> <p>Your student's accuracy is 44%.</p>

Your Student's Score



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

Academic Year	Achievement Level
2019	Level 3
2018	Level 2
2017	Level 2

Your Student's Performance on the FSAA Compared to School, District, and State

Percentage of students in each achievement level in your student's school, district, and state.

	School	District	State
Level 4	5%	4%	20%
Level 3	34%	28%	30%
Level 2	48%	52%	28%
Level 1	13%	16%	22%

Your Student's Performance on the Grade 5 Science Assessment

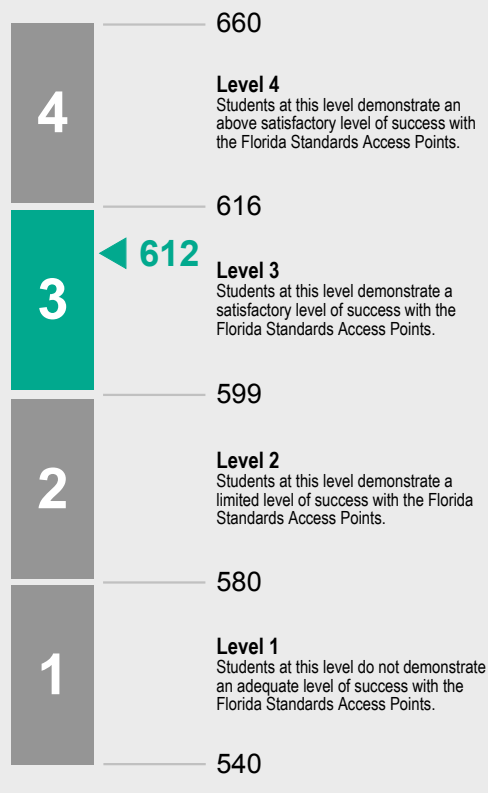
Your Student's Achievement Level



This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice.

Complexity Level	Student Accuracy
<p>TASK 1</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to recall previously learned information or pull words or phrases directly from the stimulus. The student may be asked to: identify, state, label, recognize, match, recall, or retell information related to the skill being assessed. The setting may reference home and school activities with the use of familiar words or basic content-specific words (e.g., weather, energy, liquid, basic body parts). 	<p>Your student correctly answered 16 out of 16 questions.</p> <p>Your student's accuracy is 100%.</p>
<p>TASK 2</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to make some level of inference. The student may be asked to: demonstrate, follow, select, locate, describe, or define information related to the skill being assessed. The setting may reference home, school, and/or community with a combination of familiar words and content-specific words (e.g., animal facts, heat, light, internal function of organs). 	<p>Your student correctly answered 14 out of 16 questions.</p> <p>Your student's accuracy is 88%.</p>
<p>TASK 3</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response. The student may be asked to: explain, predict, or classify information related to the skill being assessed. The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content-specific/complex content-specific words (e.g., life cycle, respiratory system, gravity, genes, environmental/global issues). 	<p>Your student correctly answered 9 out of 14 questions.</p> <p>Your student's accuracy is 64%.</p>

Your Student's Score



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

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

Your Student's Performance on the FSAA Compared to School, District, and State

Percentage of students in each achievement level in your student's school, district, and state.

	School	District	State
Level 4	11%	8%	25%
Level 3	37%	40%	31%
Level 2	42%	40%	27%
Level 1	10%	12%	16%



THE FLORIDA STANDARDS ALTERNATE ASSESSMENT PERFORMANCE TASK STUDENT AND PARENT REPORT

Name: LASTNAME, FIRSTNAME

Spring 2019

FLEID: FL000000000000

District: DA-Demonstration District A

Grade: 10

School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student’s performance on the Florida Standards Alternate Assessment—Performance Task (FSAA—PT). The Florida Standards Alternate Assessment is designed to measure the academic skills your student knows and is able to demonstrate with respect to the Florida Standards Access Points for English language arts (ELA) and mathematics; and the Next Generation Sunshine State Standards Access Points in science and social studies. The FSAA—PT 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.

At the Task 1 level of complexity, a process called “scaffolding” occurs if a student is unable to respond correctly to the initial presentation. The number of response options is then reduced from three to two, and the task is readministered to the student. If your student utilized this supplementary support, the number of times your student was successful is indicated within the Task 1 Student Accuracy section of each content area. This information can be used to help support discussions about your student’s current academic abilities and can support and inform instructional planning with your student’s teacher.

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

Your Student's Performance on the U.S. History End-of-Course Assessment

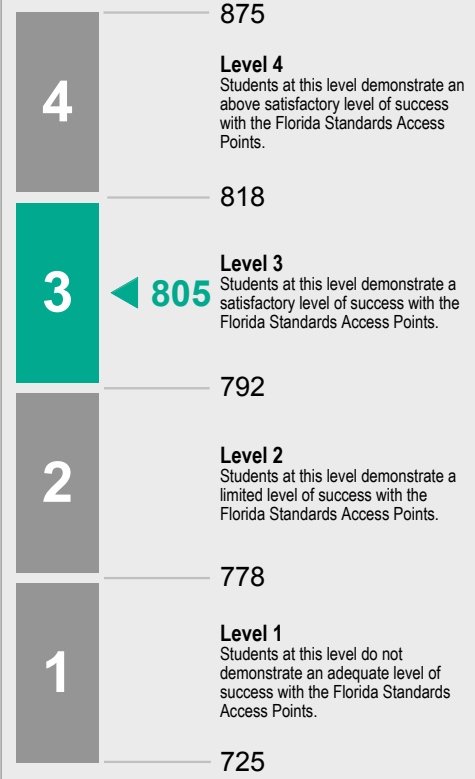
Your Student's Achievement Level



This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice.

Complexity Level	Student Accuracy
<p>TASK 1</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to recall previously learned information or pull words or phrases directly from the stimulus. The student may be asked to: identify, state, recognize, match, or recall information related to the skill being assessed. The setting may reference home and school activities with the use of familiar words or basic content-specific words (e.g., laws, citizen, government, United States, historian). 	<p>Your student correctly answered 16 out of 16 questions.</p> <p>Your student's accuracy is 100%.</p>
<p>TASK 2</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to make some level of inference. The student may be asked to: follow, select, locate, describe, or define information related to the skill being assessed. The setting may reference home, school, and/or community with a combination of familiar words and content-specific words (e.g., legal, branches of government, jobs, peace, protest). 	<p>Your student correctly answered 12 out of 16 questions.</p> <p>Your student's accuracy is 75%.</p>
<p>TASK 3</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response. The student may be asked to: explain, compare/contrast, conclude, or categorize information related to the skill being assessed. The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content-specific/complex content-specific words (e.g., amendment, naturalization, population, economy, civil rights). 	<p>Your student correctly answered 5 out of 12 questions.</p> <p>Your student's accuracy is 42%.</p>

Your Student's Score



Your Student's Achievement Levels Over Time on the U.S. History Assessment

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

Your Student's Performance on the FSAA Compared to School, District, and State

Percentage of students in each achievement level in your student's school, district, and state.

	School	District	State
Level 4	11%	25%	25%
Level 3	42%	42%	36%
Level 2	21%	19%	19%
Level 1	26%	13%	20%

FLEID: FL000000000000 Name: LASTNAME, FIRSTNAME



THE FLORIDA STANDARDS ALTERNATE ASSESSMENT PERFORMANCE TASK STUDENT AND PARENT REPORT

Name: LASTNAME, FIRSTNAME

Spring 2019

FLEID: FL000000000000

District: DA-Demonstration District A

Grade: 10

School: DEM1-Demonstration School 1

Dear Parents and/or Guardians,

This report is a summary of your student’s performance on the Florida Standards Alternate Assessment—Performance Task (FSAA—PT). The Florida Standards Alternate Assessment is designed to measure the academic skills your student knows and is able to demonstrate with respect to the Florida Standards Access Points for English language arts (ELA) and mathematics; and the Next Generation Sunshine State Standards Access Points in science and social studies. The FSAA—PT 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.

At the Task 1 level of complexity, a process called “scaffolding” occurs if a student is unable to respond correctly to the initial presentation. The number of response options is then reduced from three to two, and the task is readministered to the student. If your student utilized this supplementary support, the number of times your student was successful is indicated within the Task 1 Student Accuracy section of each content area. This information can be used to help support discussions about your student’s current academic abilities and can support and inform instructional planning with your student’s teacher.

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

Your Student's Performance on the Algebra 1 End-of-Course Assessment

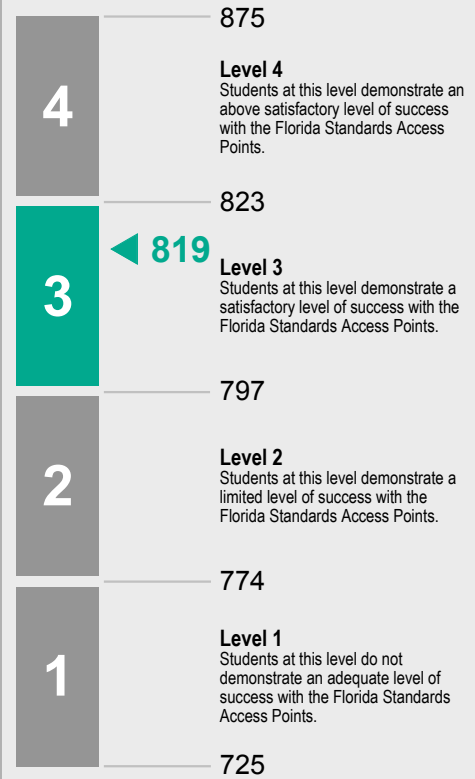
Your Student's Achievement Level



This category represents satisfactory academic achievement. Students scoring in this category have developed basic academic concepts, frequently relate to abstract material, and are able to more closely discriminate specific academic skills derived from instruction and practice.

Complexity Level	Student Accuracy
<p>TASK 1</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to recall previously learned information or pull numbers, shapes, or descriptions directly from the stimulus. The student may be asked to: identify, state, label, recognize, match, or recall information related to the skill being assessed. The setting may reference home and school activities with the use of familiar words or basic content-specific words (e.g., circle, addition, graph, pattern). 	<p>Your student correctly answered 16 out of 16 questions.</p> <p>Your student's accuracy is 100%.</p>
<p>TASK 2</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to make some level of calculation beyond recall. The student may be asked to: demonstrate, follow, count, measure, select, or locate information related to the skill being assessed. The setting may reference home, school, and/or community with a combination of familiar words and content-specific words (e.g., geometric shapes, fraction, data table, measurement). 	<p>Your student correctly answered 11 out of 16 questions.</p> <p>Your student's accuracy is 69%.</p>
<p>TASK 3</p> <ul style="list-style-type: none"> Tasks at this level generally require the student to reason, plan, or sequence steps to formulate a response. The student may be asked to: estimate, compute, solve, or classify information related to the skill being assessed. The setting may reference home, school, community, and/or global community with a combination of familiar/unfamiliar words and content-specific/complex content-specific words (e.g., area, formula, variable, equation). 	<p>Your student correctly answered 6 out of 11 questions.</p> <p>Your student's accuracy is 55%.</p>

Your Student's Score



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

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

Your Student's Performance on the FSAA Compared to School, District, and State

Percentage of students in each achievement level in your student's school, district, and state.

	School	District	State
Level 4	0%	8%	20%
Level 3	45%	11%	40%
Level 2	45%	38%	28%
Level 1	9%	12%	12%

FLEID: FL000000000000 Name: LASTNAME, FIRSTNAME

APPENDIX B: FSAA—PERFORMANCE TASK STUDENT ROSTER REPORT SAMPLES

Authorized users must log in to the FSAA Student Reporting System to access and view the confidential Student Roster Reports.

The Student Roster Report is not translated into Spanish or Haitian Creole.

The following FSAA—Performance Task Student Roster Report samples are included in this appendix:

- FSAA—Performance Task Mathematics Student Roster Report. 28
- FSAA—Performance Task Access Civics Student Roster Report. 29



Florida Standards Alternate Assessment – Performance Task
Student Roster Report
Spring 2019 Administration

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

MATHEMATICS									
Student Name	FLEID	Grade	Score	Achievement Level	Task 1 Accuracy	Task 2 Accuracy	Task 3 Accuracy	Participation Status	
LAST NAME, FIRST NAME	FL000000000000	04						12	
LAST NAME, FIRST NAME	FL000000000000	04	589	Level 2	11 out of 16	7 out of 11	2 out of 7	1	
LAST NAME, FIRST NAME	FL000000000000	05	607	Level 3	15 out of 16	8 out of 15	4 out of 8	1	
LAST NAME, FIRST NAME	FL000000000000	05	588	Level 2	9 out of 16	6 out of 9	3 out of 6	1	
LAST NAME, FIRST NAME	FL000000000000	05	589	Level 2	10 out of 16	6 out of 10	2 out of 6	1	
LAST NAME, FIRST NAME	FL000000000000	05						12	
LAST NAME, FIRST NAME	FL000000000000	05	581	Level 1	9 out of 16	2 out of 9	1 out of 2	1	
LAST NAME, FIRST NAME	FL000000000000	06	574	Level 1	5 out of 16	0 out of 5	NA	1	
LAST NAME, FIRST NAME	FL000000000000	06						12	
LAST NAME, FIRST NAME	FL000000000000	06	578	Level 1	6 out of 16	1 out of 6	1 out of 1	1	
LAST NAME, FIRST NAME	FL000000000000	06	581	Level 1	8 out of 16	3 out of 8	0 out of 3	1	
LAST NAME, FIRST NAME	FL000000000000	06	577	Level 1	5 out of 16	3 out of 5	1 out of 3	1	
LAST NAME, FIRST NAME	FL000000000000	07	563	Level 1	3 out of 16	1 out of 3	0 out of 1	1	
LAST NAME, FIRST NAME	FL000000000000	07	581	Level 1	8 out of 16	4 out of 8	2 out of 4	1	
LAST NAME, FIRST NAME	FL000000000000	07	575	Level 1	6 out of 16	2 out of 6	0 out of 2	1	
LAST NAME, FIRST NAME	FL000000000000	07	582	Level 1	10 out of 16	2 out of 10	0 out of 2	1	
LAST NAME, FIRST NAME	FL000000000000	08	586	Level 2	10 out of 16	7 out of 10	2 out of 7	1	
LAST NAME, FIRST NAME	FL000000000000	08	583	Level 1	9 out of 16	4 out of 9	2 out of 4	1	
LAST NAME, FIRST NAME	FL000000000000	08	594	Level 2	14 out of 16	7 out of 14	4 out of 7	1	
LAST NAME, FIRST NAME	FL000000000000	08						12	
LAST NAME, FIRST NAME	FL000000000000	08	574	Level 1	6 out of 16	2 out of 6	0 out of 2	1	
LAST NAME, FIRST NAME	FL000000000000	08	582	Level 1	9 out of 16	4 out of 9	1 out of 4	1	
LAST NAME, FIRST NAME	FL000000000000	08						12	

Participation Status Legend

- 0 = Not Tested-Unspecified
- 1 = Tested
- 2 = Absent
- 4 = EOC Deferred
- 5 = Extraordinary Exemption
- 6 = Home School
- 7 = Hospitalized
- 8 = LY < 1 yr – ELA ONLY
- 9 = McKay Scholarship
- 10 = Medical Complexity
- 11 = Not in Tested Grade
- 12 = Participating in Datafolio
- 13 = Participating in FSA ELA/MATH/SCIENCE/SOC. STUDIES
- 14 = Test Administration Violation
- 15 = Withdrawn
- 16 = Did Not Meet Attemptedness



ACCESS CIVICS									
Student Name	FLEID	Grade	Score	Achievement Level	Task 1 Accuracy	Task 2 Accuracy	Task 3 Accuracy	Participation Status	
LAST NAME, FIRST NAME	FL00000000000000	06						11	
LAST NAME, FIRST NAME	FL00000000000000	06						11	
LAST NAME, FIRST NAME	FL00000000000000	06						11	
LAST NAME, FIRST NAME	FL00000000000000	07	759	Level 1	3 out of 16	0 out of 3	NA	1	
LAST NAME, FIRST NAME	FL00000000000000	07	767	Level 1	5 out of 16	3 out of 5	1 out of 3	1	
LAST NAME, FIRST NAME	FL00000000000000	07	775	Level 2	8 out of 16	4 out of 8	2 out of 4	1	
LAST NAME, FIRST NAME	FL00000000000000	07	782	Level 2	13 out of 16	4 out of 13	1 out of 4	1	

Participation Status Legend

- 0 = Not Tested-Unspecified
- 1 = Tested
- 2 = Absent
- 4 = EOC Deferred

- 5 = Extraordinary Exemption
- 6 = Home School
- 7 = Hospitalized
- 8 = LY < 1 yr – ELA ONLY

- 9 = McKay Scholarship
- 10 = Medical Complexity
- 11 = Not in Tested Grade
- 12 = Participating in Datafolio

- 13 = Participating in FSA ELA/MATH/SCIENCE/SOC. STUDIES
- 14 = Test Administration Violation
- 15 = Withdrew
- 16 = Did Not Meet Attemptedness

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Office of Assessment
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400
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