



**Florida Standards
Alternate Assessment**

— DATAFOLIO —

**Understanding the
Florida Standards
Alternate Assessment
Datafolio Reports**

2019



FLORIDA DEPARTMENT OF
EDUCATION
— fldoe.org —

INTRODUCTION	1
The Family Educational Rights and Privacy Act	1
Purpose of the FSAA Program	2
Grade Levels/Content Areas Tested in 2019	2
FSAA—DATAFOLIO	3
Purpose of the FSAA—Datafolio	3
Testing Format and Design	3
Table 1: FSAA—Datafolio Levels of Assistance	4
FSAA—Datafolio Progress Score	5
Figure 1: FSAA—Datafolio Progress Score Legend	5
Passing Score	5
FSAA—Datafolio Achievement Levels	5
Table 2: FSAA—Datafolio Progress Score to Achievement Level Calculation	5
FSAA—Datafolio Achievement Level Policy Definitions and Achievement Level Descriptions	6
Achievement Level Policy Definitions	6
Table 3: FSAA Achievement Level Policy Definitions	6
Achievement Level Descriptions	6
FSAA—Datafolio Reporting Categories	7
FSAA—Datafolio ELA Reporting Categories	7
FSAA—Datafolio Mathematics Reporting Categories	9
FSAA—Datafolio Science Reporting Categories	11
FSAA—Datafolio Access Algebra 1 EOC Reporting Categories	12
FSAA—Datafolio Access Geometry EOC Reporting Categories	12
FSAA—Datafolio Access Biology 1 EOC Reporting Categories	12
FSAA—Datafolio Access Civics EOC Reporting Categories	13
FSAA—Datafolio Access U.S. History EOC Reporting Categories	13
FSAA—Datafolio Student and School Reports	14
Table 4: FSAA—Datafolio Reports	14
FSAA—Datafolio ELA, Mathematics, Science, and EOC Student and Parent Reports	15
FSAA—Datafolio ELA, Mathematics, Science, and EOC Student Roster Reports	17
FSAA—Datafolio Participation Status	17
FSAA—Datafolio Comment Codes	17
Table 5: FSAA—Datafolio Comment Code Descriptions	18
All FSAA—Datafolio Content Areas and Grade Levels	19
GLOSSARY	20
APPENDIX A: FSAA—DATAFOLIO STUDENT AND PARENT REPORT SAMPLES	22
FSAA—Datafolio Grade 5 ELA, Mathematics, and Science Student and Parent Report	23
FSAA—Datafolio Grade 10 ELA Student and Parent Report	27
FSAA—Datafolio Access Biology 1 End-of-Course Student and Parent Report	29
APPENDIX B: FSAA—DATAFOLIO STUDENT ROSTER REPORT SAMPLE	31
FSAA—Datafolio ELA Student Roster Report	32

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 report; 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 report. (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 FSAA—Datafolio 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—DATAFOLIO

Purpose of the FSAA—Datafolio

The FSAA—Datafolio has been developed for those students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The assessment is designed to show student progress on a continuum of access toward academic content. Student progress is shown through reduced **levels of assistance** (LOAs), which refer to the level of assistance required to engage the student in the content for assessment, and/or through increased **accuracy**, which is the level of accuracy the student achieved in the assessment activity, to determine the student's progress score.

For more information on how IEP teams determine that the FSAA—Datafolio is the appropriate assessment, please consult the *Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams*, available on the FSAA Portal at https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/docs/FlaAlt_ResourceGuideIEP.pdf.

Testing Format and Design

Using the [FSAA—Datafolio Blueprint & Activity Choices](#) document, teachers build the assessment by selecting one **activity choice** from a list of two or three options per standard being assessed. Each content area/course assessment is composed of three predetermined standards. The activity choices are teacher-developed from typical classroom activities/tasks that are aligned to Access Point standards.

Teachers assess students on each of the three selected activity choices by providing between five and eight opportunities for the student to perform the activity. Student evidence from the **collection periods** are submitted by the teacher through the **Assessment View System** (AVS) and independently scored to determine the student's progress.

- The FSAA—Datafolio is administered individually to each student by the student's exceptional student education (ESE) teacher, who has participated in FSAA—Datafolio administration training.
- The FSAA—Datafolio is designed to allow maximum access to students with the most significant cognitive disabilities. Some students may require adjustments and/or modified materials (including the use of assistive technology devices) to access the assessment and demonstrate their knowledge. Adjustments are available for the FSAA—Datafolio to all students who have been found eligible to receive ESE services.

The FSAA—Datafolio is designed to measure the progress of students who require varying LOAs to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOAs provided and increasing student accuracy within the context of content to show progress between Collection Period (CP) #1 and CP #3.

The submission of all student evidence gathered during the three collection periods makes up each **standard entry**. The results of each of the three standard entries are then evaluated to determine the **progress score**.

The table on the following page describes the LOAs as they are used in the FSAA—Datafolio:

Table 1: FSAA—Datafolio Levels of Assistance

Level of Assistance	Definition	Example	Non-Example
Non-Engagement	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
Physical Assistance	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the correct answer.
Verbal Assistance	The student requires the teacher to verbally provide the specific answer to a question or item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says, "Who is the main character?" without providing the information verbally.
Model Assistance	The student requires the teacher to model a similar problem/ opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform the same or similar item.	The teacher completes the exact same activity as the student is expected to perform.
Independent	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

FSAA—Datafolio Progress Score

Students participating in the FSAA—Datafolio are scored based on the progress they made toward achieving the LOA and **accuracy** goals established at the end of Collection Period #1 or, in the case of late enrollment, during the initial collection period in which the student became eligible to participate. **LOA goals** are designed to increase student independence in responding to tasks while achieving accurate results. Rather than solely reporting whether a student attained the required **achievement level**, a **progress rubric** is used for the FSAA—Datafolio to score student performance in LOA and accuracy in order to report a variety of outcomes, demonstrate progress, and provide meaningful feedback. For example, a student who was not able to demonstrate performances that met the minimum requirements for achieving his or her specific goal may still have been able to demonstrate progress, though below the consistency or accuracy required to meet his or her LOA goal. The student's report would show that the student earned a progress score of 2, indicating that the student did not meet his or her specific LOA goal with accuracy but did demonstrate progress toward that goal.

Figure 1: FSAA—Datafolio Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable.	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

Passing Score

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

FSAA—Datafolio Achievement Levels

After the Spring 2016–2017 **baseline administration** of the FSAA—Datafolio for ELA (grades 3–10), Mathematics (grades 3–8), Science (grades 5 and 8), and Access Algebra 1, Access Biology 1, Access Geometry, Access Civics, and Access U.S. History EOC assessments, **standard setting** was conducted in July 2017 to establish the achievement levels for each grade and content area. Achievement levels 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, is available on the Florida Department of Education (FDOE) [Standard Setting](#) web page.

Table 2: FSAA—Datafolio Progress Score to Achievement Level Calculation

Level 1	The progress score for each of the three (3) standards assessed in the content area include a 1 in at least one standard but do not include a 2 or higher on any standard.
Level 2	The progress score for each of the three (3) standards assessed in the content area include at least a 2 in at least one standard.
Level 3	The progress score for each of the three (3) standards assessed in the content area include a 3 or higher in at least two (2) standards.

FSAA—Datafolio Achievement Level Policy Definitions and Achievement 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 expectation of demonstrated progress towards independently accessing the standards across the three 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 within each performance level.

Table 3: FSAA Achievement Level Policy Definitions

Florida Standards Alternate Assessment Achievement Level Policy Definitions		
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) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).

Achievement Level Descriptions

For each achievement level on an assessment, **achievement level descriptions** (ALDs) outline observable evidence of achievement. The FSAA—Datafolio assesses the educational performance and growth of students through a collection of student work across three specific collection periods throughout the year. This assessment is designed to show student progress on a continuum of access toward academic content. The FSAA—Datafolio ALDs provide performance expectations through demonstration of progress shown towards the level of assistance (LOA) goal that is expected in a particular achievement level. The LOA goal is set individually for each student for each standard assessed and targets an increase in student independence towards accessing each standard. Based on an individual student’s need, the teacher may set the LOA goal at one of the following levels: physical assistance, gestural assistance, verbal assistance, model assistance, or independent. The activities developed by the teacher are within the context of the content assessed, and, for each activity, the teacher documents the assistance provided and the student’s accuracy. The information in the content-specific descriptions is tailored to include the FS-APs for ELA and mathematics, the NGSSS Participatory Level Access Points for science and social studies, and progress-specific detail within each achievement level.

FSAA—Datafolio Reporting Categories

The content of each FSAA—Datafolio ELA, Mathematics, Science, and EOC assessment is organized by **reporting categories** that are used for test design, scoring, and reporting purposes. Reporting categories group the assessed student’s targeted knowledge and skills into broad content areas. Definitions for each reporting category for each of the FSAA—Datafolio assessments are provided below.

FSAA—Datafolio ELA Reporting Categories

FSAA—Datafolio ELA assessments measure student performance on specific FS-APs in the broad reporting categories listed below. The difficulty of the concepts assessed on FSAA—Datafolio ELA assessments progresses systematically from one grade level to the next.

Grade 3

- **Key Ideas and Details**

Students read closely to comprehend, analyze, and summarize essential information and concepts, citing textual evidence to support inferences and conclusions.

- **Integration of Knowledge and Ideas**

Students integrate and evaluate content presented in diverse media formats. They analyze the treatment of similar themes or topics.

- **Language and Editing**

Students demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 4

- **Key Ideas and Details**

Students read closely to comprehend, analyze, and summarize essential information and concepts, citing textual evidence to support inferences and conclusions.

- **Integration of Knowledge and Ideas**

Students integrate and evaluate content presented in diverse media formats. They analyze the treatment of similar themes or topics and how the author uses reasons and evidence to support points.

- **Text-Based Writing**

Students draw relevant evidence from various texts to support a claim or controlling idea. They produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.

Grade 5

- **Key Ideas and Details**

Students read closely to comprehend, analyze, and summarize essential information and concepts, citing textual evidence to support inferences and conclusions.

- **Craft and Structure**

Students interpret connotative and figurative meanings of words/phrases. They analyze how text structures and text features impact the text. They determine the effects of point of view or purpose.

- **Integration of Knowledge and Ideas**

Students integrate and evaluate content presented in diverse media formats. They analyze the treatment of similar themes or topics and how the author uses reasons and evidence to support points.

Grade 6

- **Key Ideas and Details**

Students read closely to understand information. They cite textual evidence to support inferences/conclusions. They analyze the development and interaction of central ideas, themes, individuals, events, or supporting ideas. They summarize key concepts.

- **Craft and Structure**

Students interpret connotative and figurative meanings of words/phrases. They analyze how word choice affects meaning/tone and how text structures impact the text. They determine the effects of point of view or purpose.

- **Integration of Knowledge and Ideas**

Students integrate and evaluate content presented in diverse media formats. They evaluate arguments for claims, validity, relevance, and sufficient evidence. They analyze the treatment of similar themes or topics.

Grade 7

- **Key Ideas and Details**

Students read closely to understand information. They cite textual evidence to support inferences/conclusions. They analyze the development and interaction of central ideas, themes, individuals, events, or supporting ideas. They summarize key concepts.

- **Craft and Structure**

Students interpret connotative and figurative meanings of words/phrases. They analyze how word choice affects meaning/tone and how text structures impact the text. They determine the effects of point of view or purpose.

- **Language and Editing**

Students demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Grade 8

- **Key Ideas and Details**

Students read closely to understand information. They cite textual evidence to support inferences/conclusions. They analyze the development and interaction of central ideas, themes, individuals, events, or supporting ideas. They summarize key concepts.

- **Craft and Structure**

Students interpret connotative and figurative meanings of words/phrases. They analyze how word choice affects meaning/tone and how text structures impact the text. They determine the effects of point of view or purpose.

- **Text-Based Writing**

Students draw relevant evidence from various texts to support a claim or controlling idea. They produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.

Grades 9–10

- **Key Ideas and Details**

Students read closely to understand information. They cite textual evidence to support inferences/conclusions. They analyze the development and interaction of central ideas, themes, individuals, events, or supporting ideas. They summarize key concepts.

- **Craft and Structure**

Students interpret connotative and figurative meanings of words/phrases. They analyze how word choice affects meaning/tone and how text structures impact the text. They determine the effects of point of view or purpose.

- **Integration of Knowledge and Ideas**

Students integrate and evaluate content presented in diverse media formats. They evaluate arguments for claims, validity, relevance, and sufficient evidence. They analyze the treatment of similar themes or topics.

FSAA—Datafolio Mathematics Reporting Categories

FSAA—Datafolio Mathematics assessments measure student performance on specific FS-APs in the broad reporting categories listed below. The difficulty of the concepts assessed on FSAA—Datafolio Mathematics assessments progresses systematically from one grade level to the next.

Grade 3

- **Operations, Algebraic Thinking, and Numbers in Base Ten**

Students represent and solve problems involving multiplication and division. They understand properties of multiplication and the relationship between multiplication and division. They multiply and divide within 100. They solve problems involving the four operations, and identify and explain patterns in arithmetic. They use place value understanding and properties of operations to perform multi-digit arithmetic.

- **Numbers and Operations—Fractions**

Students develop understanding of fractions as numbers.

- **Measurement, Data, and Geometry**

Students solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They represent and interpret data. They understand concepts of area and relate area to multiplication and addition. They recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. They reason with shapes and their attributes.

Grade 4

- **Operations and Algebraic Thinking**

Students use the four operations with whole numbers to solve problems. They gain familiarity with factors and multiples. They generate and analyze patterns.

- **Numbers and Operations—Fractions**

Students extend understanding of fraction equivalence and ordering. They build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. They understand decimal notation for fractions and compare decimal fractions.

- **Measurement, Data, and Geometry**

Students solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They represent and interpret data. They understand concepts of angle and measure angles. They draw and identify lines and angles and classify shapes by properties of their lines and angles.

Grade 5

- **Operations, Algebraic Thinking, and Fractions**

Students write and interpret numerical expressions. They analyze patterns and relationships. They use equivalent fractions as a strategy to add and subtract fractions. They apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- **Numbers and Operations in Base Ten**

Students understand the place value system. They perform operations with multi-digit whole numbers and decimals to hundredths.

- **Measurement, Data, and Geometry**

Students convert like measurement units within a given measurement system. They represent and interpret data. They understand concepts of volume and relate volume to multiplication and addition. They graph points on the coordinate plane to solve real-world and mathematical problems. They classify two-dimensional figures into categories based on their properties.

Grade 6

- **Expressions and Equations**

Students apply and extend previous understandings of arithmetic to algebraic expressions. They reason about and solve one-variable equations and inequalities. They represent and analyze quantitative relationships between dependent and independent variables.

- **Geometry**

Students solve real-world and mathematical problems involving area, surface area, and volume.

- **Statistics and Probability**

Students develop an understanding of statistical variability. They summarize and describe distributions.

Grade 7

- **Expressions and Equations**

Students use properties of operations to generate equivalent expressions. They solve real-world and mathematical problems using numerical and algebraic expressions and equations.

- **Geometry**

Students draw, construct, and describe geometrical figures and describe the relationships between them. They solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

- **Statistics and Probability**

Students use random sampling to draw inferences about a population. They draw informal comparative inferences about two populations. They investigate chance processes and develop, use, and evaluate probability models.

Grade 8

- **Functions**

Students define, evaluate, and compare functions. They use functions to model relationships between quantities.

-
- **Geometry**
Students understand congruence and similarity using physical models, transparencies, or geometry software. They understand and apply the Pythagorean theorem. They solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
 - **Statistics and Probability and the Number System**
Students investigate patterns of association in bivariate data. They know that there are numbers that are not rational and approximate them by rational numbers.

FSAA—Datafolio Science Reporting Categories

FSAA—Datafolio Science assessments measure student performance on specific NGSSS-APs in the broad reporting categories listed below. The difficulty of the concepts assessed on FSAA—Datafolio Science assessments progresses from grade 5 to grade 8.

Grade 5

- **Nature of Science**
Students evaluate investigations and experiments; organize data; identify the control group in an experiment; interpret data and analyze information; and distinguish between observations and opinions.
- **Physical Science**
Students identify basic forms of energy; identify familiar forces; trace the conversion of electric energy into other forms of energy; and distinguish relationships among mass, force, and motion.
- **Life Science**
Students identify the function of human body organs; compare life cycles of Florida plants and animals; identify adaptations in animals and plants that allow them to survive; and trace energy through a food chain.

Grade 8

- **Nature of Science**
Students identify test and outcome variables in an experiment; differentiate between experiments and investigations; analyze information to make inferences or predictions; differentiate between replication and repetition; and distinguish between theories and laws.
- **Physical Science**
Students classify substances by physical properties; differentiate between physical and chemical change; distinguish between kinetic and potential energy; and differentiate contact forces and forces acting at a distance.
- **Life Science**
Students identify functions of the human body systems; classify organisms; identify ways genetic variation contributes to the scientific theory of evolution; determine probabilities for genotypic and phenotypic combinations; and distinguish relationships among organisms in a food web.

FSAA—Datafolio Access Algebra 1 EOC Reporting Categories

The Access Algebra 1 EOC assessment measures student performance on specific FS-APs in the broad reporting categories listed below.

- **Algebra and Modeling**
Students perform operations on polynomials. They understand the relationship between zeros and factors of polynomials. They use the mathematical structure of expressions. They create, solve, and reason with equations and inequalities. They choose and use appropriate mathematics to model situations.
- **Functions and Modeling**
Students understand the concept of a function. They interpret functions and key features in a context. They analyze and graph functions. They build a function that models a relationship. They construct linear, quadratic, and exponential functions. They solve problems using functions.
- **Statistics and the Number System**
Students extend the properties of exponents to rational exponents. They use the properties of rational and irrational numbers. They summarize, represent, and interpret data for one- and two-variable data. They interpret linear models.

FSAA—Datafolio Access Geometry EOC Reporting Categories

The Access Geometry EOC assessment measures student performance on specific FS-APs in the broad reporting categories listed below.

- **Congruence, Similarity, Right Triangles, and Trigonometry**
Students understand congruence and similarity in terms of transformations. They prove and use geometric theorems. They demonstrate geometric constructions. They define trigonometric ratios. They solve problems involving right triangles. They use congruence and similarity criteria for triangles.
- **Circles, Geometric Measurement, and Geometric Properties with Equations**
Students prove and apply theorems about circles. They find arc lengths and areas of sectors. They derive the equation of a circle. They use coordinates to prove theorems and to solve problems algebraically. They explain and use volume formulas.
- **Modeling with Geometry**
Students apply geometric concepts in modeling situations.

FSAA—Datafolio Access Biology 1 EOC Reporting Categories

The Access Biology 1 EOC assessment measures student performance on specific NGSSS-APs in the broad reporting categories listed below.

- **Molecular and Cellular Biology**
Students compare prokaryotic and eukaryotic cells; differentiate between mitosis and meiosis; relate the structure and function of the four major categories of biological macromolecules; and differentiate the processes of photosynthesis and cellular respiration.
- **Classification, Heredity, and Evolution**
Students identify evidence that supports the scientific theory of evolution; classify organisms into domains or kingdoms; identify scientific explanations of the origin of life; determine conditions required for natural selection; and analyze patterns of inheritance.

- **Organisms, Populations, and Ecosystems**

Students relate the structure and function of organs and tissues in plants and animals; evaluate factors contributing to changes in population size; determine the consequences of the loss of biodiversity; and evaluate the impact of biotechnology.

FSAA—Datafolio Access Civics EOC Reporting Categories

The Access Civics EOC assessment measures student performance on specific NGSSS-APs in the broad reporting categories listed below.

- **Origins and Purposes of Law and Government**

Students identify the origin, course, and development of the American legal and political traditions; the inherent conflicts involved in formulating the documents that would establish the nation; and how those concepts of the rule of law, limited government, and checks and balances remained constant through the first centuries of American history.

- **Roles, Rights, and Responsibilities of Citizens**

Students understand and define the concepts of citizen and citizenship with their corresponding obligations, rights, and responsibilities; explain the role of the Constitution in safeguarding individual rights and limiting government power; and evaluate the impact of relevant constitutional amendments and the significance and outcomes of landmark Supreme Court decisions.

- **Organization and Function of Government**

Students compare the different forms and systems of government; understand the role of the three branches of government; recognize the division of federal and state obligations and powers; articulate the constitutional amendment process; understand the judicial process; and compare the Constitutions of the United States and Florida.

FSAA—Datafolio Access U.S. History EOC Reporting Categories

The Access U.S. History EOC assessment measures student performance on specific NGSSS-APs in the broad reporting categories listed below.

- **Late Nineteenth and Early Twentieth Centuries (1860–1910)**

Students understand and articulate the impact of issues related to the Civil War, Reconstruction, the closing of the frontier, the industrialization of the nation, and changes in American society at the beginning of the twentieth century.

- **Global Military, Political, and Economic Challenges (1890–1940)**

Students understand and articulate the impact of the issues related to the rise of American military power; America's increased involvement in world affairs; and changing social, political, and economic forces affecting the 1920s and 1930s.

- **The United States and the Defense of the International Peace (1940–2010)**

Students understand and articulate the impact of issues related to World War II, the Cold War, the social revolutions of the late twentieth century, and the challenges of the early twenty-first century.

FSAA—Datafolio Student and School Reports

Reports for the FSAA—Datafolio 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 4: FSAA—Datafolio Reports

Report Level	FSAA—Datafolio Report Type	Grade Level/ Content Area	Page of Report Description
Student	ELA and Mathematics Student and Parent Report	Grades 3, 4, 6, and 7	15
	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, and Access U.S. History	
School	ELA Student Roster Report	Grades 3–10	17
	Mathematics Student Roster Report	Grades 3–10	
	Science Student Roster Report	Grades 5 and 8	
	EOC Student Roster Report (one content area per report)	Access Algebra 1, Access Geometry, Access Biology 1, Access Civics, and Access U.S. History	

FSAA—Datafolio ELA, Mathematics, Science, and EOC Student and Parent Reports

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 14](#).

The FSAA—Datafolio 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—Datafolio results, including the following content-specific information for each required reporting category: Access Point standard, activity choices (the specific activity choice used to assess your student is printed in bold), LOA baseline, LOA goal, progress score, and achievement level. This report also includes, when available, your student’s LOA goals, progress scores, and achievement levels in ELA and mathematics over time.



THE FLORIDA STANDARDS ALTERNATE ASSESSMENT

DATAFOLIO STUDENT AND PARENT REPORT

Name: LASTNAME, FIRSTNAME
FLEID: FL000000000000
Grade: 05

Spring 2019
District: DA—Demonstration District A
School: DEM1—Demonstration School

Dear Parents and/or Guardians,

This report is a summary of your student’s performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Non-Engagement	Physical Assistance	Gestural Assistance	Verbal Assistance	Model Assistance	Independent
The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student requires physical contact from the teacher to initiate, engage, or perform.	The student requires the teacher to point to the specific answer.	The student requires the teacher to verbally provide the specific answer to a question or item.	The student requires the teacher to model a similar problem/ opportunity and answer prior to performance.	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the FSAA—Datafolio Blueprint & Activity Choices document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student’s progress.

The specific Activity Choices and individual LOA goals your student was working toward for each content is included in this report. It is recommended that you speak with your student’s teacher for additional information on their selected Activity Choices and LOA goals.

2 Achievement Level Policy Definitions

Achievement Level 1	Achievement Level 2	Achievement 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) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).

The FSAA—Datafolio Achievement Level Descriptions (ALDs), which provide content and grade performance expectations of progress towards the LOA Goal for each achievement level, can be accessed at <http://www.fldoe.org/core/fileparse.php/5667/urlt/FSAA-DatafolioALDs.pdf>.

Your Student’s 2019 Grade 05 FSAA—Datafolio Results

Reporting Category	Access Point Standard	Activity Choices	LOA Baseline	LOA Goal	Progress Score
LEVEL 3 ENGLISH LANGUAGE ARTS	Key Ideas and Details	Summarize a portion of text, such as a paragraph or a chapter. <ul style="list-style-type: none"> • 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. 	N	P	3
	Craft and Structure	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <ul style="list-style-type: none"> • Identify domain-specific words from content-area texts. • Define a domain-specific word by using the context of the text. 	P	P	2
	Integration of Knowledge and Ideas	Summarize the text or a portion of the text read, read aloud, or presented in diverse media. <ul style="list-style-type: none"> • Identify the topic of a text. • Identify key details of the topic in a text. • Organize key details. 	P	G	3
Your Student’s Current English Language Arts Achievement Level is: Level 3					
LEVEL 2 MATHEMATICS	Operations, Algebraic Thinking, and Fractions	Multiply a fraction by a whole or mixed number using visual fraction models. <ul style="list-style-type: none"> • Use arrays to multiply a whole number by a fraction. • Using grouped fraction manipulatives, match the model to the multiplication expression. • Use repeated addition/jig counting to find the product. 	N	P	2
	Number and Operations in Base Ten	Write a simple expression for a calculation. <ul style="list-style-type: none"> • Use manipulatives and a frame, jig, or template to express an addition calculation. • Use manipulatives and a frame, jig, or template to express a subtraction calculation. • Use manipulatives and a frame, jig, or template to express a multiplication calculation. 	N	P	2
	Measurement, Data, and Geometry	Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures. <ul style="list-style-type: none"> • Use models and manipulatives to show properties of plane figures. • Sort two-dimensional figures based upon their properties. • Place sorted two-dimensional figures onto a Venn diagram. 	N	P	3
Your Student’s Current Mathematics Achievement Level is: Level 2					
LEVEL 2 SCIENCE	Nature of Science	Recognize that people use observation and actions to get answers to questions about the natural world. <ul style="list-style-type: none"> • Identify that observations can provide answers to questions about the natural world. • Identify actions that can provide answers to questions about the natural world. 	P	G	0
	Physical Science	Identify one source of sound, heat, or light that uses electricity. <ul style="list-style-type: none"> • Identify a source of sound that uses electricity. • Identify a source of heat that uses electricity. • Identify a source of light that uses electricity. 	P	G	3
	Life Science	Recognize body parts related to movement and the five senses. <ul style="list-style-type: none"> • Identify a body part related to movement. • Identify body parts related to the five senses. 	N	P	1
Your Student’s Current Science Achievement Level is: Level 2					

4 Progress Score to Achievement Level Calculation

Level 1	The progress score for each of the three (3) standards assessed in the content area include a 1 in at least one standard but do not include a 2 or higher on any standard.
Level 2	The progress score for each of the three (3) standards assessed in the content area include at least a 2 in at least one standard.
Level 3	The progress score for each of the three (3) standards assessed in the content area include a 3 or higher in at least two (2) standards.

FLEID: FL0000000000000 NAME: LASTNAME, FIRSTNAME

- 1** Assessment design information.
- 2** **Achievement Level Policy Definitions:** This section of the report provides the Achievement Level Policy Definition associated with the student’s progress scores.
- 3** Content-specific information for each required reporting category, including the Access Point standard, activity choice, LOA baseline, LOA goal, progress score, and achievement level. The specific activity choices and individual LOA goals your student was working toward for each content area are included in this report. It is recommended that you speak with your student’s teacher if you have any questions, or would like additional information, related to your student’s selected activity choices and LOA goals.
- 4** **Progress Score to Achievement Level Calculation:** This section of the report provides information about the student’s progress scores.

Your Student's Longitudinal LOA, Progress Score, and Achievement Level

5

ENGLISH LANGUAGE ARTS

Level of Assistance	ELA 2017 - Grade 3			ELA 2018 - Grade 4			ELA 2019 - Grade 5		
	**Achievement level not available			Level 2			Level 3		
				Key Ideas and Details	Integration of Knowledge and Ideas	Text-based Writing	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas
Independent									
Modeling									
Verbal									
Gestural						2			
Physical				3	2		3	2	3
Non-Engagement									

** 2017 was a Field Test year. LOA, Progress Scores, and Achievement Levels are not available.

Additional Information and Resources:

7

For help understanding the information provided in the FSAA—Datafolio Student Report, Understanding the Florida Standards Alternate Assessment Reports can be accessed through the FSAA website under FSAA Reports, Scores, and Publications at <http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stm>. 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.

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://accessstofls.weebly.com> and the Department of Education FSAA website at <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stm>.

MATHEMATICS

Level of Assistance	MATH 2017 - Grade 3			MATH 2018 - Grade 4			MATH 2019 - Grade 5		
	**Achievement level not available			Level 2			Level 2		
				Operations and Algebraic Thinking	Number and Operations - Fractions	Measurement, Data, and Geometry	Operations, Algebraic Thinking, and Fractions	Number and Operations in Base Ten	Measurement, Data, and Geometry
Independent									
Modeling									
Verbal									
Gestural									
Physical				2	2	3	2	2	3
Non-Engagement									

** 2017 was a Field Test year. LOA, Progress Scores, and Achievement Levels are not available.

SCIENCE

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

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

6

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable.	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

FLEID: FL0000000000000 NAME: LASTNAME, FIRSTNAME



FLEID: FL0000000000000 NAME: LASTNAME, FIRSTNAME

- 5 Your Student's LOA Goals, Progress Scores, and Achievement Levels Over Time:** This section of the report provides historical information as the student continues their educational career and participation in the FSAA—Datafolio assessment.
- 6 Progress Score Legend:** The FSAA—Datafolio is reported with a progress score for each required standard entry within a reporting category. Each standard entry receives a score between 0 and 5.
- 7 Additional Information and Resources:** Provides stakeholders the links where they can find information and/or resources related to Access Points and the FSAA program.

FSAA—Datafolio 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—Datafolio Student Roster Reports. A chart indicating which report should have been provided based on the student’s grade level and/or content area is available on [page 14](#). Only authorized district and school personnel may access this report in the FSAA Student Reporting System since it contains confidential student information.

FSAA—Datafolio Participation Status

Participation in mandatory statewide assessments is tracked and reported at the student, school, district, and state levels. Students reported as participating in the FSAA—Datafolio will be assigned one of the following statuses:

0 = Not Tested

1 = Tested

2 = Participating in Performance Task

FSAA—Datafolio Comment Codes


Comment codes are selected by the scorer to provide valuable feedback to the teacher in reference to the standard entry score. Each standard entry will be given at least two and up to four comment codes. Comment codes are provided on the Student Roster Report. The following comment codes were developed in an effort to provide schools and educators with crucial feedback to help understand scores for each standard entry and to support professional development for future assessment years. These comment codes may also help facilitate conversations with the IEP team, including parents/legal guardians.

Table 5: FSAA—Datafolio Comment Code Descriptions

Comment Code	Comment
1	The standard entry was unscorable.
2	The collection period entries for two collection periods were missing required elements and/or not aligned to the standard.
3	Required forms were not uploaded and/or signed.
4	No level of assistance (LOA) goal was submitted for the standard entry.
5	Collection period entry was missing or was missing required elements. Collection period entry was disregarded.
6	Collection period entry contained a photograph of a student and/or peers. Collection period was disregarded.
7	Collection period evidence was a digital recording, and there was not a signed Digital Recording Consent Form for the standard entry. Collection period entry was disregarded.
8	Accuracy score was recalculated.
9	Level of assistance (LOA) documentation was not verifiable. Collection period entry was disregarded.
10	The standard entry was scorable.
11	No evidence was uploaded to the standard entry.
12	Multiple levels of assistance were provided to the student. There were not at least five opportunities at one level of assistance. Collection period entry was disregarded.
13	Evidence was uploaded for the wrong standard.
14	There was a discrepancy between data in student evidence and data entered in the AVS. This does not impact scoring.
15	Evidence was collected outside of collection period dates.
16	There was a discrepancy between the level of assistance (LOA) goal indicated in student evidence and what was entered in the AVS.
17	Evidence was uploaded for the wrong student.
18	No comment.
19	LCI information was not entered in the AVS.
20	There were no issues with the standard entry.

All FSAA—Datafolio Content Areas and Grade Levels

Readers should view a copy of the FSAA—Datafolio Student Roster Report when reviewing and interpreting information provided in this section.

 Florida Standards Alternate Assessment – Datafolio Student Roster Report Spring 2019 Administration		District: DA-Demonstration District A School: DEM1-Demonstration School 1					
ENGLISH LANGUAGE ARTS							
Student Name	FLEID	Grade	Reporting Category	Progress Score	Comment Codes	Participation Status	Achievement Level
1 LASTNAME, FIRSTNAME	FL000000000000	04	Key Ideas and Details	3	10,17	1	3
			Integration of Knowledge and Ideas	0	1,2,9,17		
			Text-based Writing	3	10,19		
LASTNAME, FIRSTNAME	FL000000000000	04	Key Ideas and Details	4	10,20	1	2
			Integration of Knowledge and Ideas	2	10,20		
			Text-based Writing	1	10,20		
LASTNAME, FIRSTNAME	FL000000000000	05	Key Ideas and Details	3	10,20	1	3
			Craft and Structure	4	10,20		
			Integration of Knowledge and Ideas	2	10,20		
2 LASTNAME, FIRSTNAME	FL000000000000	05	Key Ideas and Details	2	10,12	1	2
			Craft and Structure	3	5,14,15		
			Integration of Knowledge and Ideas	0	1,2,5,13		
LASTNAME, FIRSTNAME	FL000000000000	09	Key Ideas and Details	2	5,10	1	3
			Craft and Structure	5	3,19		
			Integration of Knowledge and Ideas	3	10,20		
LASTNAME, FIRSTNAME	FL000000000000	09	Key Ideas and Details	0	1,2,9,19	1	1
			Craft and Structure	1	5,10		
			Integration of Knowledge and Ideas	1	10,20		

Comment Codes Legend

1 = The standard entry was unscorable.
 2 = The Collection Period entries for two Collection Periods were missing required elements and/or not aligned to the standard.
 3 = Required forms were not uploaded and/or signed.
 4 = No Level of Assistance Goal was submitted for the standard entry.
 5 = Collection Period entry was missing or was missing required elements. Collection Period entry was disregarded.
 6 = Collection Period entry contained a photograph of a student and/or peers. Collection Period was disregarded.
 7 = Collection Period evidence was a digital recording, and there was not a signed Digital Recording Consent Form for the standard entry. Collection Period entry was disregarded.
 8 = Accuracy score was recalculated.
 9 = Level of Assistance documentation was not verifiable. Collection Period entry was disregarded.
 10 = The standard entry was scorable.
 11 = No evidence was uploaded to the standard entry.
 12 = Multiple Levels of Assistance were provided to the student. There were not at least five opportunities at one Level of Assistance. Collection Period entry was disregarded.
 13 = Evidence was uploaded for the wrong standard.
 14 = There was a discrepancy between data in student evidence and data entered in the AVS. This does not impact scoring.
 15 = Evidence was collected outside of collection period dates.
 16 = There was a discrepancy between the Level of Assistance goal indicated in student evidence and what was entered in the AVS.
 17 = Evidence was uploaded for the wrong student.
 18 = LCI information was not entered into the AVS.
 20 = There are no issues with the standard entry.

Participation Status Legend

0 = Not Tested - Unspecified
 1 = Tested
 2 = Participating in Performance Task

1 Top of Report
 Center: the title of the report, assessment administration year, and subject
 Right: district and school information

2 Report Results Table provides the following information left to right in ascending grade order:
 Student Name
 Student Identification Number (FLEID)
 Reporting Category (grade- and content-specific)
 Progress Score: 0–5 for each reporting category standard assessed
 Comment Codes: 1–20
 Participation Status: 0, 1, 2
 Achievement Level: 1–3

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 6](#). Content-specific information for each reporting category can be found on [pages 7–13](#).

3 Bottom of Report
 Left: Comment Codes Legend
 Right: Participation Status Legend

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>.

Accuracy: The percentage correct of the five to eight opportunities presented during an activity choice (e.g., 3/5 correct = 60% accuracy).

Achievement Levels: Three 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—Datafolio achievement levels range from 1 to 3, with Level 1 being the lowest and Level 3 being the highest. Achieving a score of Level 3 is considered satisfactory and is the passing score for each assessment.

Achievement Level Descriptions (ALDs): Outline performance expectations across the three achievement levels. FSAA—Datafolio 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 at <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml>.

Activity Choice: The assessment activity aligned to essential understandings (EUs) of selected Access Point standards. Teachers select one activity choice per standard and content area to assess during each of the three collection periods.

Assessment View System (AVS): An electronic submission and repository for uploading student evidence.

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.

Collection Period: The three windows of time during which student evidence must be gathered for the FSAA—Datafolio.

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 their 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.).

Level of Assistance (LOA) Goal: The targeted decrease in the level of assistance (LOA) the student will require to access a standard OR the improvement in the accuracy within the LOA by Collection Period #3. LOA goals are determined by teachers after baseline evidence is gathered during Collection Period #1. These goals may vary across standards for students.

Levels of Assistance (LOAs): The assistance a teacher provides in order for a student to meaningfully engage in academic content. The six LOAs are: non-engagement, physical, gestural, verbal, model, and independent.

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

Progress Score: A rubric score, ranging from 0 to 5, assigned to each of the three alternate achievement standards measured in each content area to indicate progress toward meeting a student's LOA goal. A progress score of 3 indicates that the student met their LOA goal with accuracy.

Reporting Categories: Categories that group the assessed student's knowledge and skills into broad content areas.

Standard Entry: All student evidence gathered during the three collection periods. The standard entry is used to determine a total score for knowledge, skill, and progress over time.

Standard Setting: The process by which achievement scale level 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—Datafolio results, including the following content-specific information for each required reporting category: Access Point standard, activity choices (the specific activity choice used to assess your student is printed in bold), LOA baseline, LOA goal, progress score, and achievement level. This report also includes, when available, your student's LOA goals, progress scores, and achievement levels in ELA and mathematics over time.

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

Appendix A: FSAA—Datafolio 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 Report.

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

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

- FSAA—Datafolio Grade 5 ELA, Mathematics, and Science Student and Parent Report 23
- FSAA—Datafolio Grade 10 ELA Student and Parent Report 27
- FSAA—Datafolio Access Biology 1 End-of-Course Student and Parent Report 29



THE FLORIDA STANDARDS ALTERNATE ASSESSMENT DATAFOLIO STUDENT AND PARENT REPORT

Name: LASTNAME, FIRSTNAME FLEID: FL000000000000 Grade: 05	Spring 2019 District: DA-Demonstration District A School: DEM1-Demonstration School
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Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA—Datafolio:

Non-Engagement	Physical Assistance	Gestural Assistance	Verbal Assistance	Model Assistance	Independent
The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student requires physical contact from the teacher to initiate, engage, or perform.	The student requires the teacher to point to the specific answer.	The student requires the teacher to verbally provide the specific answer to a question or item.	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.

The specific Activity Choices and individual LOA goals your student was working toward for each content is included in this report. It is recommended that you speak with your student's teacher for additional information on their selected Activity Choices and LOA goals.

Achievement Level Policy Definitions

Achievement Level 1	Achievement Level 2	Achievement 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) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).

The FSAA—Datafolio Achievement Level Descriptions (ALDs), which provide content and grade performance expectations of progress towards the LOA Goal for each achievement level, can be accessed at <http://www.fldoe.org/core/fileparse.php/5663/urlt/FSAA-DatafolioALDs.pdf>.

Your Student's 2019 Grade 05 FSAA—Datafolio Results

LEVEL 3	Reporting Category	Access Point Standard	Activity Choices	LOA Baseline	LOA Goal	Progress Score
ENGLISH LANGUAGE ARTS	Key Ideas and Details	Summarize a portion of text, such as a paragraph or a chapter.	<ul style="list-style-type: none"> • 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. 	N	P	3
	Craft and Structure	Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<ul style="list-style-type: none"> • Identify domain-specific words from content-area texts. • Define a domain-specific word by using the context of the text. 	P	P	2
	Integration of Knowledge and Ideas	Summarize the text or a portion of the text read, read aloud, or presented in diverse media.	<ul style="list-style-type: none"> • Identify the topic of a text. • Identify key details of the topic in a text. • Organize key details. 	P	G	3
Your Student's Current English Language Arts Achievement Level is:						Level 3

LEVEL 2	Reporting Category	Access Point Standard	Activity Choices	LOA Baseline	LOA Goal	Progress Score
MATHEMATICS	Operations, Algebraic Thinking, and Fractions	Multiply a fraction by a whole or mixed number using visual fraction models.	<ul style="list-style-type: none"> • Use arrays to multiply a whole number by a fraction. • Using grouped fraction manipulatives, match the model to the multiplication expression. • Use repeated addition/skip counting to find the product. 	N	P	2
	Number and Operations in Base Ten	Write a simple expression for a calculation.	<ul style="list-style-type: none"> • Use manipulatives and a frame, jig, or template to express an addition calculation. • Use manipulatives and a frame, jig, or template to express a subtraction calculation. • Use manipulatives and a frame, jig, or template to express a multiplication calculation. 	N	P	2
	Measurement, Data, and Geometry	Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.	<ul style="list-style-type: none"> • Use models and manipulatives to show properties of plane figures. • Sort two-dimensional figures based upon their properties. • Place sorted two-dimensional figures onto a Venn diagram. 	N	P	3
Your Student's Current Mathematics Achievement Level is:						Level 2

LEVEL 2	Reporting Category	Access Point Standard	Activity Choices	LOA Baseline	LOA Goal	Progress Score
SCIENCE	Nature of Science	Recognize that people use observation and actions to get answers to questions about the natural world.	<ul style="list-style-type: none"> • Identify that observations can provide answers to questions about the natural world. • Identify actions that can provide answers to questions about the natural world. 	P	G	0
	Physical Science	Identify one source of sound, heat, or light that uses electricity.	<ul style="list-style-type: none"> • Identify a source of sound that uses electricity. • Identify a source of heat that uses electricity. • Identify a source of light that uses electricity. 	P	G	3
	Life Science	Recognize body parts related to movement and the five senses.	<ul style="list-style-type: none"> • Identify a body part related to movement. • Identify body parts related to the five senses. 	N	P	1
Your Student's Current Science Achievement Level is:						Level 2

Progress Score to Achievement Level Calculation

Level 1	The progress score for each of the three (3) standards assessed in the content area include a 1 in at least one standard but do not include a 2 or higher on any standard.
Level 2	The progress score for each of the three (3) standards assessed in the content area include at least a 2 in at least one standard.
Level 3	The progress score for each of the three (3) standards assessed in the content area include a 3 or higher in at least two (2) standards.

FLEID: FL0000000000000 **NAME:** LASTNAME, FIRSTNAME

Your Student's Longitudinal LOA, Progress Score, and Achievement Level

ENGLISH LANGUAGE ARTS

Level of Assistance	ELA 2017 - Grade 3			ELA 2018 - Grade 4			ELA 2019 - Grade 5		
	**Achievement level not available			Level 2			Level 3		
				Key Ideas and Details	Integration of Knowledge and Ideas	Text-based Writing	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas
Independent									
Modeling									
Verbal									
Gestural						2			3
Physical				3	2		3	2	
Non-Engagement									

** 2017 was a Field Test year. LOA, Progress Scores, and Achievement Levels are not available.

MATHEMATICS

Level of Assistance	MATH 2017 - Grade 3			MATH 2018 - Grade 4			MATH 2019 - Grade 5		
	**Achievement level not available			Level 2			Level 2		
				Operations and Algebraic Thinking	Number and Operations – Fractions	Measurement, Data, and Geometry	Operations, Algebraic Thinking, and Fractions	Number and Operations in Base Ten	Measurement, Data, and Geometry
Independent									
Modeling									
Verbal									
Gestural									
Physical				2	2	3	2	2	3
Non-Engagement									

** 2017 was a Field Test year. LOA, Progress Scores, and Achievement Levels are not available.

SCIENCE

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

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

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable.	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

FLEID: FL000000000000 **NAME:** LASTNAME, FIRSTNAME

Additional Information and Resources:

For help understanding the information provided in the FSAA—Datafolio Student Report, Understanding the Florida Standards Alternate Assessment Reports can be accessed through the FSAA website under FSAA Reports, Scores, and Publications at <http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml>. 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.

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://www.fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml>.



FLEID: FL0000000000000 **NAME:** LASTNAME, FIRSTNAME



THE FLORIDA STANDARDS ALTERNATE ASSESSMENT DATAFOLIO STUDENT AND PARENT REPORT

Name: LASTNAME, FIRSTNAME FLEID: FL000000000000 Grade: 10	Spring 2019 District: DA-Demonstration District A School: DEM1-Demonstration School
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Dear Parents and/or Guardians,

This report is a summary of your student's performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA-Datafolio:

Non-Engagement	Physical Assistance	Gestural Assistance	Verbal Assistance	Model Assistance	Independent
The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student requires physical contact from the teacher to initiate, engage, or perform.	The student requires the teacher to point to the specific answer.	The student requires the teacher to verbally provide the specific answer to a question or item.	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student's progress.


The specific Activity Choices and individual LOA goals your student was working toward for each content is included in this report. It is recommended that you speak with your student's teacher for additional information on their selected Activity Choices and LOA goals.

Achievement Level Policy Definitions

Achievement Level 1	Achievement Level 2	Achievement 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) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).

The FSAA—Datafolio Achievement Level Descriptions (ALDs), which provide content and grade performance expectations of progress towards the LOA Goal for each achievement level, can be accessed at <http://www.fldoe.org/core/fileparse.php/5663/urlt/FSAA-DatafolioALDs.pdf>.

Your Student's 2019 English Language Arts FSA—Datafolio Results

 ENGLISH LANGUAGE ARTS	Reporting Category	Access Point Standard	Activity Choices	LOA Baseline	LOA Goal	Progress Score
	Key Ideas and Details	Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.	<ul style="list-style-type: none"> Identify a reason that a character from a story makes a decision. Identify a character at the beginning of a story and the same character at the end of the story. Order key events from a story. 	V	M	4
	Craft and Structure	Verify the prediction of the meaning of a new word or phrase.	<ul style="list-style-type: none"> Use affixes and roots to help predict the meaning of an unknown word. Use context to help decide which definition from a list of definitions is the most appropriate choice. Use context from within a sentence to help determine meaning. 	M	I	5
	Integration of Knowledge and Ideas	Compare and contrast various accounts of a subject in two or more mediums.	<ul style="list-style-type: none"> Identify information about a topic from two print sources. Identify information about a topic from two digital sources. Compare and/or contrast information on a topic from one print and one digital source. 	V	M	4
Your Student's Current English Language Arts Achievement Level is:						Level 3

Reports of Your Student's Historical Achievement in ENGLISH LANGUAGE ARTS

Level of Assistance	ELA 2018 - Grade 8			ELA 2018 - Grade 9			ELA 2019 - Grade 10		
	**Achievement level not available			Level 2			Level 3		
				Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas
Independent									
Modeling					5		4	5	4
Verbal				4		4			
Gestural									
Physical									
Non-Engagement									

** 2017 was a Field Test year. LOA, Progress Scores, and Achievement Levels are not available.

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable.	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

Progress Score to Achievement Level Calculation

Level 1	The progress score for each of the three (3) standards assessed in the content area include a 1 in at least one standard but do not include a 2 or higher on any standard.
Level 2	The progress score for each of the three (3) standards assessed in the content area include at least a 2 in at least one standard.
Level 3	The progress score for each of the three (3) standards assessed in the content area include a 3 or higher in at least two (2) standards.

Additional Information and Resources:

For help understanding the information provided in the FSA—Datafolio Student Report, Understanding the Florida Standards Alternate Assessment Reports can be accessed through the FSA website under FSA Reports, Scores, and Publications at <http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml>. 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.

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://accessstofls.weebly.com> and the Department of Education FSA website at <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml>.



FLEID: FL000000000000 **NAME:** LASTNAME, FIRSTNAME



THE FLORIDA STANDARDS ALTERNATE ASSESSMENT DATAFOLIO STUDENT AND PARENT REPORT

Name: LASTNAME, FIRSTNAME	Spring 2019
FLEID: FL000000000000	District: DA-Demonstration District A
Grade: 09	School: DEM1-Demonstration School

Dear Parents and/or Guardians,

This report is a summary of your student’s performance on the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio). The FSAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The intent is to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student progress is shown through reduced Levels of Assistance and increased accuracy.

The FSAA—Datafolio measures the progress of students who require varying Levels of Assistance (LOA) to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the levels of assistance provided and increasing student accuracy within the context of content to show progress throughout the year.

The following chart describes the LOA as they are used in the FSAA-Datafolio:

Non-Engagement	Physical Assistance	Gestural Assistance	Verbal Assistance	Model Assistance	Independent
The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student requires physical contact from the teacher to initiate, engage, or perform.	The student requires the teacher to point to the specific answer.	The student requires the teacher to verbally provide the specific answer to a question or item.	The student requires the teacher to model a similar problem/ opportunity and answer prior to performance.	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.

Each content area/course assessment is composed of three predetermined standards/access points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document within the *Teacher Resource Guide*, teachers build the assessment by selecting one Activity Choice from a list of two or three options per standard being assessed. Teachers assess students on each of the three selected Activity Choices by providing between five and eight opportunities for the student to perform the activity. Teachers submit work samples electronically throughout the school year to reflect your student’s progress.

The specific Activity Choices and individual LOA goals your student was working toward for each content is included in this report. It is recommended that you speak with your student’s teacher for additional information on their selected Activity Choices and LOA goals.

Achievement Level Policy Definitions

Achievement Level 1	Achievement Level 2	Achievement 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) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a limited level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).	Students at this level demonstrate a satisfactory level of success progressing towards independently accessing the Florida Standards Access Points (FS-APs) or Next Generation Sunshine State Standards Access Points (NGSSS-APs).

The FSAA—Datafolio Achievement Level Descriptions (ALDs), which provide content and grade performance expectations of progress towards the LOA Goal for each achievement level, can be accessed at <http://www.fldoe.org/core/fileparse.php/5663/urlt/FSAA-DatafolioALDs.pdf>.

Your Student's 2019 Access Biology 1 FSAA—Datafolio Results

	Reporting Category	Access Point Standard	Activity Choices	LOA Baseline	LOA Goal	Progress Score
ACCESS BIOLOGY 1	Molecular and Cellular Biology	Match parts of common living things to their functions.	<ul style="list-style-type: none"> Match parts of an animal to their functions. Match parts of a plant to their functions. 	V	G	2
	Classification, Heredity, and Evolution	Sort common living things into plant and animal kingdoms.	<ul style="list-style-type: none"> Given two animals and a plant, identify the plant. Given two plants and an animal, identify the animal. Given a plant and an animal, sort the living things into the appropriate groups. 	G	M	1
	Organisms, Populations, and Ecosystems	Recognize a way to help the local environment.	<ul style="list-style-type: none"> Identify a way to help reduce pollution in the local environment. Identify a way to help reuse or reduce material waste in the local environment. Identify a way to reduce water use in the local environment. 	P	V	2

Your Student's Current **Access Biology 1** Achievement Level is: **Level 2**

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

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

Progress Score Legend

0	1	2	3	4	5
Evidence is Unscorable.	The student did not meet the Level of Assistance Goal with Accuracy and there was no progress.	The student did not meet the Level of Assistance Goal with Accuracy; however, demonstrated some progress.	The student met the Level of Assistance Goal with Accuracy.	The student met the Level of Assistance Goal with Accuracy and maintained that accuracy.	The student exceeded the Level of Assistance Goal with Accuracy.

Progress Score to Achievement Level Calculation

Level 1	The progress score for each of the three (3) standards assessed in the content area include a 1 in at least one standard but do not include a 2 or higher on any standard.
Level 2	The progress score for each of the three (3) standards assessed in the content area include at least a 2 in at least one standard.
Level 3	The progress score for each of the three (3) standards assessed in the content area include a 3 or higher in at least two (2) standards.

Additional Information and Resources:

For help understanding the information provided in the FSAA—Datafolio Student Report, Understanding the Florida Standards Alternate Assessment Reports can be accessed through the FSAA website under FSAA Reports, Scores, and Publications at <http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml>. 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.

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://accessstofls.weebly.com> and the Department of Education FSAA website at <http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml>.



FLEID: FL000000000000 **NAME:** LASTNAME, FIRSTNAME

Appendix B: FSAA—Datafolio Student Roster Report Sample

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—Datafolio Student Roster Report sample is included in this appendix:

FSAA—Datafolio ELA Student Roster Report. 32

ENGLISH LANGUAGE ARTS

Student Name	FLEID	Grade	Reporting Category	Progress Score	Comment Codes	Participation Status	Achievement Level
LASTNAME, FIRSTNAME	FL0000000000000	04	Key Ideas and Details	3	10,17		
			Integration of Knowledge and Ideas	0	1,2,9,17	1	3
			Text-based Writing	3	10,19		
LASTNAME, FIRSTNAME	FL0000000000000	04	Key Ideas and Details	4	10,20		
			Integration of Knowledge and Ideas	2	10,20	1	2
			Text-based Writing	1	10,20		
LASTNAME, FIRSTNAME	FL0000000000000	05	Key Ideas and Details	3	10,20		
			Craft and Structure	4	10,20	1	3
			Integration of Knowledge and Ideas	2	10,20		
LASTNAME, FIRSTNAME	FL0000000000000	05	Key Ideas and Details	2	10,12		
			Craft and Structure	3	5,14,15	1	2
			Integration of Knowledge and Ideas	0	1,2,5,13		
LASTNAME, FIRSTNAME	FL0000000000000	09	Key Ideas and Details	2	5,10		
			Craft and Structure	5	3,19	1	3
			Integration of Knowledge and Ideas	3	10,20		
LASTNAME, FIRSTNAME	FL0000000000000	09	Key Ideas and Details	0	1,2,9,19		
			Craft and Structure	1	5,10	1	1
			Integration of Knowledge and Ideas	1	10,20		

Comment Codes Legend

- 1 = The standard entry was unscorable.
- 2 = The Collection Period entries for two Collection Periods were missing required elements and/or not aligned to the standard.
- 3 = Required forms were not uploaded and/or signed.
- 4 = No Level of Assistance Goal was submitted for the standard entry.
- 5 = Collection Period entry was missing or was missing required elements. Collection Period entry was disregarded.
- 6 = Collection Period entry contained a photograph of a student and/or peers. Collection Period was disregarded.
- 7 = Collection Period evidence was a digital recording, and there was not a signed Digital Recording Consent Form for the standard entry. Collection Period entry was disregarded.
- 8 = Accuracy score was recalculated.
- 9 = Level of Assistance documentation was not verifiable. Collection Period entry was disregarded.
- 10 = The standard entry was scorable.
- 11 = No evidence was uploaded to the standard entry.
- 12 = Multiple Levels of Assistance were provided to the student. There were not at least five opportunities at one Level of Assistance. Collection Period entry was disregarded.
- 13 = Evidence was uploaded for the wrong standard.
- 14 = There was a discrepancy between data in student evidence and data entered in the AVS. This does not impact scoring.
- 15 = Evidence was collected outside of collection period dates.
- 16 = There was a discrepancy between the Level of Assistance goal indicated in student evidence and what was entered in the AVS.
- 17 = Evidence was uploaded for the wrong student.
- 19 = LCI information was not entered into the AVS.
- 20 = There are no issues with the standard entry.

Participation Status Legend

- 0 = Not Tested - Unspecified
- 1 = Tested
- 2 = Participating in Performance Task

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