



**Facts About the
Florida Standards
Alternate Assessment
(FSAA)**

**Information Brochure
for Teachers**

2016

What is the purpose of the Florida Standards Alternate Assessment?

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 No Child Left Behind Act of 2001 (NCLB) also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for specific groups of students (e.g., students with disabilities, students for whom English is a second language) on a disaggregated basis. These federal laws reflect an ongoing concern about equity. All students should be academically challenged and taught to high standards. The involvement of all students in the educational accountability system provides a means of measuring progress toward that goal.

To provide an option for participation of all students in the state's accountability system, including those for whom participation in the general statewide assessment is not appropriate, even with accommodations, the state of Florida developed the Florida Standards Alternate Assessment (FSAA). The FSAA is fully aligned to Florida alternate achievement standards, otherwise known as Access Points. It is expected that only students with a significant cognitive disability (SCD), who are eligible under IDEA, will participate in the FSAA.

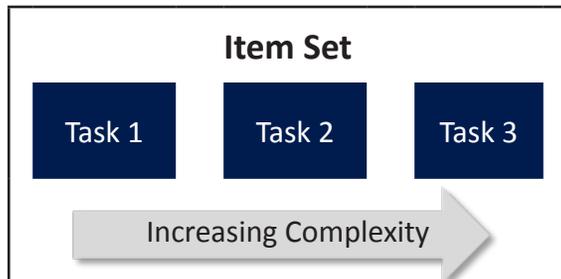
What are Access Points?

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) Web site at <http://www.cpalms.org/>.

What are the Levels of Complexity?

Each Item Set on the FSAA includes three tasks that address Access Points at increasing levels of complexity.



- The **Task 1** level of complexity focuses on skills at a beginning academic awareness level, such as recognizing a letter, number, or parts of a whole.
- The **Task 2** level of complexity focuses on skills that require identifying or performing basic academic skills, such as reading words or solving simple math problems.
- The **Task 3** level of complexity focuses on skills that require organizing, comparing, and analyzing, such as summarizing the main idea of a story or solving more complex math problems.

How will my students' scores be reported?

For each academic area, your student will be provided a total of three scores. The three scores will report how your student performed at each level of complexity (Task 1 level, Task 2 level, and Task 3 level) within the 10 item sets that contributed to your student's score. The provided scores will reflect the percentage of tasks your student scored correctly out of the total number of tasks your student attempted. Because of the adaptive design of the assessment, where the advancement to the next task is dependent on whether your student responded correctly to the previous task, the total attempted information may vary across task levels.

MATHEMATICS	
Complexity Level	Student Accuracy
TASK 1 Level	7 of 10 70%
TASK 2 Level	2 of 7 29%
TASK 3 Level	1 of 2 50%

Not Applicable (NA) will be reflected in the chart if no tasks were administered to your student at the Task 2 or Task 3 levels within a specific content area.

Why are Performance Level scores not provided?

Student scores will only report the accuracy achieved at each level of complexity for 2016. The Standard Setting process will occur in 2017 and will determine "cut scores" for 2017 reporting.

What assessment results are provided to teachers and parents?

Student Reports, with grade-level information about student performance, are provided to schools to share with parents at the end of each school year. In addition, each school receives a school report that includes all students and their scores.

How can teachers use the assessment results?

Students' results can be used to:

- identify students' progress toward learning the knowledge and skills contained in the Florida Standards Access Points and/or the Next Generation Sunshine State Standards Access Points,
- assist the Individual Education Plan (IEP) team in writing the Present Level of Academic Achievement by examining the results in conjunction with other information—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 if there is a need to adjust the curriculum or if there is a need for students to be provided with additional supports and learning opportunities.

How can teachers help parents understand the FSAA and their child's results?

A crosswalk with grade-specific and academic area-specific Access Points can be found on the FLDOE Web site at <http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml>.

In addition, the Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams may also be helpful for parents and can be found on the FSAA Training Portal at <https://fsaa-training.onlinehelp.measuredprogress.org/>.

Additional copies of this brochure can be downloaded from the FLDOE Web site at <http://fldoe.org/accountability/assessments/k-12-student-assessment/fl-alternate-assessment.stml>.



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