**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](http://www.cpalms.org).

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

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

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

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

**Complexity Level:** Each item set is built with three levels of cognitive demand, with Task 1 representing the least complex tasks and Task 3 representing the most complex tasks. In the Complexity Level section of the Student and Parent Report, information is provided on the general knowledge and skills the student may be required to demonstrate at each task level by content area.

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

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

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

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

**Passing Score:** The minimum scale score in Achievement Level 3 for each grade and subject area assessed.
Response Booklet: A print-based booklet that contains stimuli and response options represented by pictures, text, numbers, and/or symbols. Response booklets are provided for ELA, mathematics, science, and social studies.

Scaffolding: The process of reducing the response options for a student who is unable to respond accurately at the Task 1 level only. The complexity of the assessment task is reduced by covering or removing one of the incorrect response options.

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

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

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

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

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