Who Takes the Florida Alternate Assessment?

- Students with the most significant cognitive disabilities for whom the Florida Comprehensive Assessment Test (FCAT) is not appropriate
- Decisions are made by the Individual Educational Plan (IEP) team using the Participation Checklist
- [www.fldoe.org/asp/altassessment.asp](http://www.fldoe.org/asp/altassessment.asp)
Who Takes the Florida Alternate Assessment?

- IEP Team determines that **all four statements** accurately characterize the student’s current educational situation:
  - The student has a significant cognitive disability.
  - The student is unable to master grade-level general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials.
Who Takes the Florida Alternate Assessment?

- The student is participating in a curriculum based on the state standards access points for all academic areas.
- The student requires direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings.
What Are Students Tested On?

- Florida Alternate Assessment is based on the Next Generation Sunshine State Standards (NGSSS) Access Points.
- Access Points for Students with Significant Cognitive Disabilities reflect the key concepts of the NGSSS with reduced level of complexity.
  - Independent
  - Supported
  - Participatory
How Are Access Points Used?

• Access Points are used to drive the curriculum, instructional strategies, and assessment. The concepts and skills addressed in the access points should be the focus of what is taught to students.

• Access Points information and resources at www.floridastandards.org/homepage/index.aspx
Florida Alternate Assessment

- Includes four subjects
  - Reading (grades 3-10)
  - Math (grades 3 – 10)
  - Writing (grades 4, 8, & 10)
  - Science (grades 5, 8, & 11)
Assessment Design

- 20 Items per subject area (4 are embedded field test items)
- Three questions within each item aligned to the 3 levels of access points and increasing in complexity
- Scaffolding provided at first level
- Item scoring: 0, 1, 2, 3, 6, 9
- Total possible raw score = 144
Assessment Design

- Individually administered by certified teacher who knows the student
- Two month window for administration
- Untimed
- Adaptations and Accommodations
  - Uncontracted braille and tactile graphics
  - Object exchange
  - Single sided response booklets for cut out
- Annual teacher training
Participatory Level Item

Student Responds Correctly? Yes
Supported Level Item

Student Responds Correctly? Yes
Independent Level Item

Student Responds Correctly? Yes
Score at 9 points

Student refuses or does not actively engage at any point during the Participatory Level
Score at 0 points

Remove Incorrect Answer Repeat Participatory Level Prompt

Student Responds Correctly? Yes
Score at 2 points

Student Responds Correctly? Yes
Score at 1 point

Remove Incorrect Answer Repeat Participatory Level Prompt

No

Score at 3 points

No

Score at 5 points

 Alternate Assessment

Institution of Higher Education
Florida Alternate Assessment Performance Categories and Levels

Emergent

1  2  3

Achieved

4  5  6

Commended

7  8  9
## Assessment Timelines

<table>
<thead>
<tr>
<th>2012 Florida Alternate Assessment</th>
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<tr>
<td>Assessment Materials in Districts</td>
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<tr>
<td>Administration Window</td>
<td>Upon receipt of assessment materials – return of assessment materials</td>
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<td>Return of Materials</td>
<td>Received by Piedra Data Services no later than March 5, 2012</td>
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Results

A look at Student Performance Across the State
Overall results

- Approximately 20,000 students take the Florida Alternate Assessment each year
- Between 65% and 70% are considered proficient annually in reading and in math
Results by Academic Area

  - Emergent = 30% [30%] (33%)
  - Achieved = 25% [26%] (26%)
  - Commended = 45% [45%] (42%)

  - Emergent = 32% [31%] (34%)
  - Achieved = 37% [38%] (37%)
  - Commended = 29% [32%] (29%)

* Percentages have been rounded and therefore may not sum to exactly 100%
Reading Results
Mathematics Results

- **Commended (Levels 7-9)**:
  - 2009: 29%
  - 2010: 32%
  - 2011: 29%

- **Achieved (Levels 4-6)**:
  - 2009: 32%
  - 2010: 37%
  - 2011: 38%

- **Emergent (Levels 1-3)**:
  - 2009: 31%
  - 2010: 37%
  - 2011: 37%
2010–11 Validity Studies
Technical Advisory Committee

- Dr. Claudia Flowers, UNCC
- Dr. Stephen Sireci, UMass at Amherst
- Dr. Charles DePascale, NCIEA
Empirically test and validate increasing levels of complexity within item sets

Fall 2010 administration of full item sets (no scaffolding) in 6 grade levels in reading and math

Results:
  ◦ P values ordered as expected for 209 out of 240 cases (case=one item set)
  ◦ Analysis of variance indicated complexity factor was statistically significant
Currently growth is defined as

- Proficient students (performance level 4 or higher) who maintain prior year proficiency level or increase level
- Non-proficient students (performance levels 1–3) who move up a level from prior year
Proposed FAA Growth Model

- An increase in performance level or
- Sustaining a proficient performance level or
- Remaining within a non-proficient level and an increase in raw score points by more than what is expected by chance as defined by the standard error of the difference score
### Number and Percentage of Nonproficient Students Remaining within Performance Level

Increasing Raw Scores by 11 or more points

2007-08, 2008-09, and 2009-10 Florida Alternate Assessment

#### Year 1 to Year 2

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<thead>
<tr>
<th>Level</th>
<th>#</th>
<th>% of Total</th>
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<tr>
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<td>47%</td>
<td>91</td>
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<td>Level 3</td>
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<td>Total</td>
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#### Year 2 to Year 3

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#### Year 1 to Year 2

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<tr>
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<td>3%</td>
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<tr>
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<td>6%</td>
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#### Year 2 to Year 3

<table>
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<th>#</th>
<th>% of Level</th>
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</thead>
<tbody>
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<td>79</td>
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</tr>
<tr>
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Thank You

Karen Denbrooder
Bureau of Exceptional Education and Student Services
Karen.Denbroeder@fldoe.org

http://www.fldoe.org/asp/altassessment.asp