Florida Standards
Alternate Assessment

DATAFOLIO

FSAA—Datafolio Teacher Resource Guide

2021–2022

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IMPORTANT DATES

Events	Locations	Dates
2021–2022 Administration Trainings	In-Person	Various Dates
Learner Characteristics Inventory (LCI) Window	Online	August 30, 2021–April 1, 2022
Collection Period #1 (CP #1)	Classrooms	August 30–September 24, 2021
DEI Upload of CP #1 Evidence	Online	August 30, 2021–October 15, 2021
Goal Setting	Online	Upon completion of the first collection period
Collection Period #2 (CP #2)	Classrooms	November 12–December 17, 2021
DEI Upload of CP #2 Evidence	Online	November 12, 2021–March 11, 2022
Collection Period #3 (CP #3)	Classrooms	February 28–March 25, 2022
DEI Upload of CP #3 Evidence	Online	February 28–April 1, 2022
DEI Closes at 11:59 p.m. (ET)	Online	April 1, 2022
FSAA—Datafolio Scoring	TBD	Spring 2022

Part 1: An Overview of the FSAA—Datafolio

INTRODUCTION TO THE DATAFOLIO

Purpose of the Florida Standards Alternate Assessment—Datafolio (FSAA—Datafolio)

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 Act (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) 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 the 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 Florida Department of Education (FDOE) developed the Florida Standards Alternate Assessment (FSAA) program. The FSAA—Performance Task and FSAA—Datafolio form a continuum of assessment to meet the needs of Florida's students with the most significant cognitive disabilities. The program is organized as follows:

1. **FSAA—Performance Task:** The FSAA—Performance Task allows students an opportunity to progress through three levels of complexity per item. This tiered process provides students the opportunity to work to their potential for each item in each content area. This is critical as educators seek to provide access to the general education curriculum and foster higher expectations for the diverse population of students with significant cognitive disabilities. (Refer to the *FSAA—Performance Task Test Administration Manual* for additional information.)
2. **FSAA—Datafolio:** 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. Eligible students are 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. This assessment is designed to show student progress on a continuum of access toward academic content. For these students, participation in the FSAA—Datafolio has been determined by the individual educational plan (IEP) team to be the most appropriate method for assessing growth. (Refer to "FSAA—Datafolio Participation Guidelines" on page 5.)

Both methods of the 2021–2022 FSAA are aligned to the following by content area, course, and grade:

- Florida Standards Access Points (FS-APs)
  - English Language Arts (Grades 3–10)
  - Mathematics (Grades 3–8)
  - Access Algebra 1 and Access Geometry
- Next Generation Sunshine State Standards Access Points (NGSSS-APs)
  - Science (Grades 5 and 8)
  - Access Biology 1
  - Access Civics and Access U.S. History

Course Instruction and Participation in Statewide, Standardized Assessment

IEP teams are responsible for determining whether students with disabilities will be instructed in the general standards or Access Points–Alternate Academic Achievement Standards (AP–AAAS) and, subsequently, assessed through the administration of the general statewide, standardized assessment (with or without accommodations) or the statewide alternate assessment aligned to alternate achievement standards based on criteria outlined in Rule 6A-1.0943(5)(c) and (d), Florida Administrative Code (F.A.C.). IEP teams must determine whether students eligible for the Florida Standards Alternate Assessment (FSAA) program should participate in the FSAA—Performance Task (PT) or FSAA—Datafolio.

STEP 1—Checklist for Course of Instruction and Subsequent Assessment Participation

The IEP team should consider the student's present level of educational performance in reference to Florida's standards. The IEP team should also be knowledgeable of guidelines and the use of appropriate testing accommodations. To facilitate informed and equitable decision making, IEP teams should answer each of the following questions when determining the appropriate course of instruction and subsequent assessment. Circle the applicable answer.

Questions to Guide the Decision-Making Process to Determine How a Student With Disabilities Will be Instructed and Subsequently Participate in the Statewide, Standardized Assessment Program		
1. Does the student receive exceptional student education (ESE) services as identified through a current IEP?	**Yes**	**No**
2. Does the student receive specially designed instruction which provides unique instruction and intervention supports that is determined, designed and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology or delivery of instruction and is exhibiting very limited to no progress in the general education curriculum standards?	**Yes**	**No**
3. Does the student receive support through systematic, explicit and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards?	**Yes**	**No**
4. Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, does the student require modifications to the general education curriculum standards?	**Yes**	**No**
5. Even after documented evidence of accessing various supplementary instructional materials, does the student require modifications to the general education curriculum standards?	**Yes**	**No**
6. Even with documented evidence of the provision and use of assistive technology, does the student require modifications to the general education curriculum standards?	**Yes**	**No**
7. Even with direct instruction in all core academic areas (i.e., English language arts, mathematics, social studies and science), is the student exhibiting limited or no progress on the general education curriculum standards and requires modifications?	**Yes**	**No**
8. Unless the student is a transfer student, was the student available and present for grade-level general education curriculum standards instruction for at least 70 percent of the prior school year?	**Yes**	**No**
9. Unless the student is a transfer student, was the student instructed by a certified teacher for at least 80 percent of the prior school year?	**Yes**	**No**
10. Was the assessment instrument used to measure the student's global level of cognitive functioning selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility)?	**Yes**	**No**

Questions to Guide the Decision-Making Process to Determine How a Student With Disabilities Will be Instructed and Subsequently Participate in the Statewide, Standardized Assessment Program		
11. Does the student have a most significant cognitive disability, defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome that is verified by either: 1. A statistically significant below-average global cognitive score that falls within the first percentile rank (i.e., a standard, the full-scale score of 67 or under); or 2. An evaluation process with procedures to identify students with the most significant cognitive disability when a global, full-scale intelligent quotient score is unattainable. This procedure must be approved by the Florida Department of Education and documented in the district's ESE Policies and Procedures, as required by Section 1003.57, Florida Statutes (F.S.).	**Yes**	**No**
If "Yes" is **not** indicated in all 11 questions, the student must be instructed in the general education curriculum standards and enrolled in general education courses and participate in the general statewide, standardized assessment with accommodations, as appropriate. If "Yes" is indicated in all 11 questions, the following three questions must be answered.		
1. Is the student identified as a student with a specific learning disability or as gifted?	**Yes**	**No**
2. Is the student identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment or an orthopedic impairment?	**Yes**	**No**
3. Has the student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered according to Section 1008.22(3)(a) and (b), F.S.? Note: If there is medical documentation that the student experienced a traumatic brain injury or other health-related complication that caused a severe cognitive impairment after the student scored a level 2 or above on the general education curriculum standardized assessment, circle "No."	**Yes**	**No**
If **"No"** is not indicated for all three questions, the student should be instructed in the general education curriculum standards and enrolled in general education courses and participate in the general statewide, standardized assessment with accommodations, as appropriate. If "No" is indicated in all three questions, the student is eligible to be enrolled in access courses and subsequently be assessed on a statewide AA-AAAS. **Students MUST be enrolled in access courses for <u>at least two</u> consecutive full-time equivalent reporting periods prior to participating in the FSAA—PT.** The IEP team then proceeds to STEP 2.		

STEP 2—FSAA and Parental Consent

Once the IEP team determines that a student will be instructed in access points and participate in the FSAA program, the next step is to determine how the student will be assessed—via the FSAA—PT or FSAA—Datafolio. The FSAA—Datafolio is an alternate achievement standards-based assessment designed specifically for students with the most significant cognitive disabilities who have limited to no formal mode of communication.

Parental Consent Form

In accordance with Rule 6A-6.0331(10)(b), F.A.C., if the IEP team decides that the student will participate in access courses and be assessed through the FSAA program, the parents or guardians of the student must give signed consent to have their child instructed in access points, and their child's

achievement measured based on alternate academic achievement standards. This decision must be documented on the Parental Consent Form – Instruction in the State Standards Access Points Curriculum and Statewide, Standardized Alternate Assessment, available at https://www.flrules.org/gateway/reference.asp?No=Ref-04779. If the parents fail to respond after reasonable efforts by the school district to obtain consent, the school district may provide instruction in the state standards access points curriculum and the student may participate in the FSAA program. The IEP should include a statement of why the student cannot participate in the general assessment and why the alternate assessment is appropriate.

FSAA—Datafolio Participation Guidelines

Once the IEP team determines that a student will participate in the FSAA program, the next step is to determine the method in which the student will be assessed: the FSAA—Performance Task or the FSAA—Datafolio. The IEP team, which includes the student's parent/guardians, should consider the student's present level of performance and communication mode. The FSAA—Datafolio is an alternate achievement standards-based assessment designed specifically for students with the most significant cognitive disabilities who have no formal mode of communication.

After carefully reviewing the FSAA participation guidelines on the previous page, the IEP team may determine that the most meaningful evaluation of the student's current academic achievement is through participation in the FSAA program. Next, the IEP team should answer each of the following questions when determining how the student will participate in the FSAA program. Check all that apply.

Questions to Guide the Decision-Making Process to Determine How the Student Will Participate in the FSAA Program	YES	NO
1. Does the student primarily communicate through cries, facial expression, eye gaze, and/or change in muscle tone (require interpretation by listeners/observers)?		
2. Does the student respond/react to sensory (e.g., auditory, visual, touch, movement) input from another person BUT require actual physical assistance to follow simple directions?		
3. Does the student exhibit reactions primarily to stimuli (i.e., student only communicates that he or she is hungry, tired, uncomfortable, sleepy, etc.)?		
Previous FSAA—PT Performance (if Applicable)		
4. Has the student's previous performance on the FSAA—PT provided limited information and/or reflected limited growth within Level 1?		

Grades 3 and 4 Students or Transfer Students

For a student in grade 3 or 4, or a student who does not have previous FSAA—PT scores, the IEP team may determine that the FSAA—Datafolio is the appropriate method to provide meaningful evaluation of the student's current academic achievement. For the student to qualify, the IEP team must check "yes" in any one of the first three questions.

If the IEP team does not check "yes" in one or more areas, then the IEP team must consider whether the FSAA—Performance Task is a more appropriate statewide assessment for the student.

Grade 5 through High School Students

For a student in grade 5 through high school, the IEP team may determine that the FSAA—Datafolio is the appropriate method to provide meaningful evaluation of the student's current academic achievement. For the student to qualify, the IEP team must check "yes" for any one of the first three

questions AND "yes" for question 4. If the IEP team does NOT check "yes" for these questions, then the IEP team must consider whether the FSAA—Performance Task is a more appropriate statewide assessment for the student.

For additional guidance, please consult the *Florida Standards Alternate Assessment (FSAA) Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams*.

ASSESSMENT OVERVIEW

Grade Levels, Content Areas, and Courses Assessed

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) required to engage in the academic content and/or an increased level of accuracy.

The *FSAA—Datafolio Blueprint & Activity Choices* (Appendix B) document assesses the following grade levels, content areas, and courses:

Grade Level	ELA	Math	Science	Algebra 1 EOC	Geometry EOC	Biology 1 EOC	Civics EOC	U.S. History EOC
3	X	X						
4	X	X						
5	X	X	X					
6	X	X						
7	X	X					X	
8	X	X	X					
9 (ELA 1)	X							
10 (ELA 2)	X							
High School				X	X	X		X

The FSAA—Datafolio is a submission of student work samples from three collection periods throughout the school year. The samples are developed from classroom activities/tasks that address selected skills.

The same skills selected for Collection Period #1 (CP #1) are assessed through aligned activities during Collection Period #2 (CP #2) and Collection Period #3 (CP #3). The teacher selects one activity choice per standard and administers activities aligned to the same activity choice throughout the three collection periods. Student evidence from all three collection periods is submitted in the student's online datafolio in the DEI. This student evidence is then scored to determine the student's performance.

Responsible Personnel for Administration

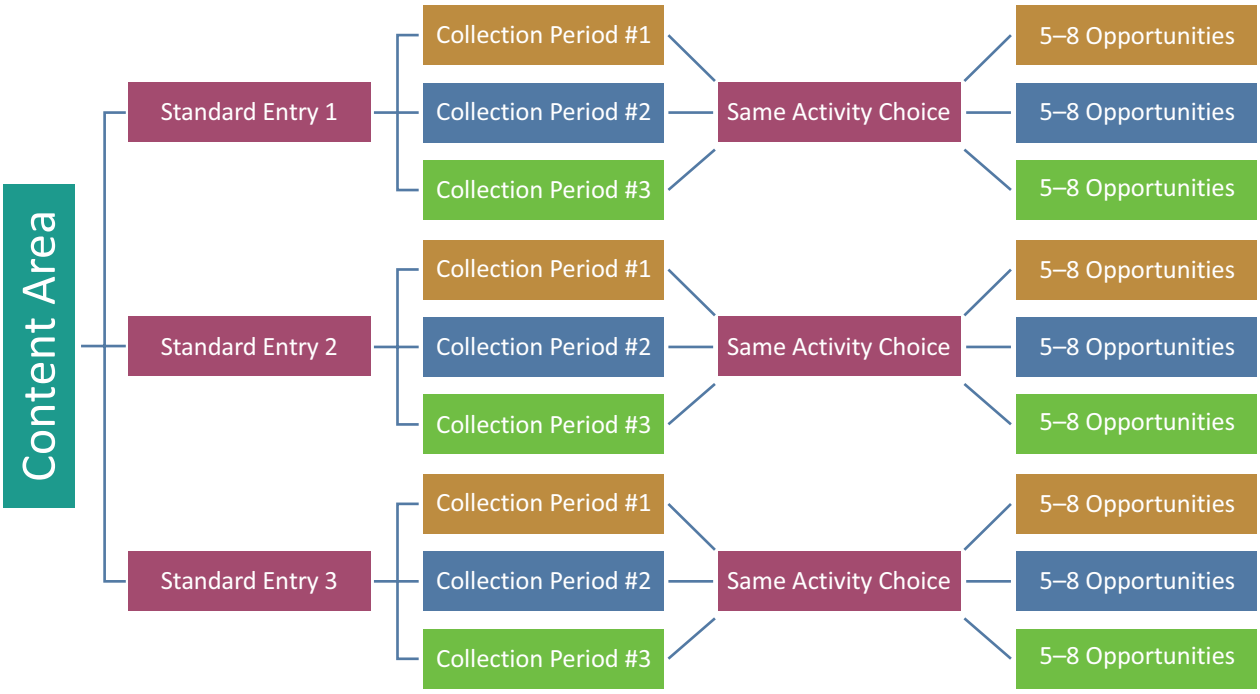
The student's exceptional student education (ESE) teacher—who has completed the FSAA—Datafolio administration training—should administer the assessment. If this is not possible, the assessment administrator must be a certified teacher or other licensed professional who has worked extensively with the student and is trained in the assessment procedures.

NOTE: The student's entire datafolio (either the electronic or paper version) must be stored per your district policy or for a minimum of one year.

Assessment Design

Each content area/course assessment is composed of three predetermined standards/Access Points per content area. Using the *FSAA—Datafolio Blueprint & Activity Choices* document (Appendix B), teachers build the assessment by selecting one activity choice from a list of two or three options per standard being assessed. Teachers must use the same activity choice throughout the assessment. During the three collection periods, 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.

The submission of all student evidence gathered during the three collection periods makes up each standard entry. The results of each of the three collection period entries are then combined to determine a total score for knowledge, skills, and progress over time.



Levels of Assistance (LOAs)

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 LOA provided and increasing student accuracy within the context of content to show progress between CP #1 and CP #3.

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

Level of Assistance	Definition	Example	Non-Example
Non-Engagement (N)	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	Example: The student resists the teacher's physical assistance toward the correct answer.	Non-Example: The student does not look at the activity.
Physical Assistance (P)	The student requires physical contact from the teacher to initiate, engage, or perform.	Example: The teacher physically moves the student's hand to the correct answer.	Non-Example: The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance (G)	The student requires the teacher to point to the specific answer.	Example: 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.	Non-Example: The teacher moves the student's hand to gesture toward the right answer.
Verbal Assistance (V)	The student requires the teacher to verbally provide the correct answer to a specific item.	Example: The teacher says, "Remember, the main character was George. Point to the picture of the main character."	Non-Example: The teacher says "Who is the main character?" without providing the information verbally.
Model Assistance (M)	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	Example: The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item.	Non-Example: The teacher completes the exact same activity as the student is expected to perform.
Independent (I)	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.	Example: The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	Non-Example: The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

When scoring student evidence, teachers must indicate whether the student gave the correct answer or gave an incorrect answer for each opportunity provided. The evidence must also indicate the LOA provided to the student in order to complete the work. Please note that the same LOA must be provided for all opportunities for an activity choice.

Allowable Adjustments and Supports

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 to access the assessment and demonstrate their knowledge (including the use of assistive technology devices). Adjustments are available to all students on alternate assessment who have been found eligible to receive exceptional student education (ESE) services.

To individualize the activities for a student, identify the current supports and adaptations the student uses daily in the classroom and integrate them as needed into the learning activities for that student. If additional or new supports are needed to teach the skill or concept, it may first be necessary to teach the student how to use the new supports. Growth in performance may be delayed while the student learns to use these new supports. Be sure to choose instructional activities and materials appropriate to the age and grade of the student or those that are age neutral.

Accommodations and Criteria for Use

Traditional accommodations, such as presentation mode, response mode, flexible setting, and scheduling, are allowed when assessing students on the FSAA—Datafolio. Some students may require additional accommodations to gain access to the assessment. Additional accommodations are available for students with visual impairments, students with hearing impairments, and English Language Learners (specific accommodations). All accommodations used during the administration of the assessment should be designated in the student's IEP and align with what the student uses on a daily basis during classroom instruction.

For additional guidance on differentiating activities, please see "Appendix C: FSAA—Datafolio Activity Choice Differentiation Guide."

Students with Visual Impairments*

Criteria

Additional accommodations are available for students who have been found eligible to receive ESE services under the Visually Impaired Program with accommodations noted on their current IEP. The use of accommodations must be in accordance with what the student uses on a daily basis during classroom instruction.

Accommodations

For students with visual impairments (VI), the following accommodations are allowable:

For students who are blind, braille/tactile objects may be used for the FSAA—Datafolio if braille/tactile objects are used regularly by the student.

- The use of an abacus, adapted calculator, raised number line, or braille ruler is permitted.
- The use of a light box is permitted.
- The use of math manipulatives (i.e., GeoForms or GeoSolids) is permitted if these manipulatives are used consistently during classroom instruction.
- The types of stimulus or response options are determined by the teacher when constructing the assessment activity or task. Objects may include a label or any text that is read aloud to the student. When naming objects, use the same language typically used in the classroom.
- In Reading, best practice is to describe any object that accompanies the selected reading passage.
- In some instances, a table or graph may be placed on the work surface as a stimulus. It is important to read and describe the table or graph to the student as during normal instruction.

**Includes students found eligible for the Dual-Sensory Impaired Program.*

- Real objects should be used instead of pictures whenever possible. For example, real buttons could be used instead of pictures of buttons. In addition to hearing the description of the buttons, the student could actually feel and manipulate the buttons.
- Real objects should be actual size (not a miniature replica, if possible) and be able to fit on the work surface. Provide real objects to the student and allow them to handle the objects as needed.
- Caution should be applied when determining whether to provide real food products (e.g., apple) because of possible allergies.

Students Who Are Deaf/Hard-of-Hearing*

Criteria

Additional accommodations are available for students who have been found eligible to receive ESE services under the Deaf/Hard-of-Hearing Program with accommodations noted on their current IEP. The use of accommodations must be in accordance with what the student uses during classroom instruction on a daily basis.

Accommodations

For students who are deaf or hard-of-hearing (DHH), the following accommodations are allowable:

- If the administrator of the assessment is not experienced in sign language, the use of an interpreter is permitted.
- The use of American Sign Language (ASL) or manually coded English in place of oral speech is permitted.
- The use of total communication (speaking and signing simultaneously) is permitted.

English Language Learner (ELL) Students

Criteria

Additional accommodations are available for students whose access to the assessment is hindered due to language. The ELL student is an individual who: was not born in the United States and whose native language is a language other than English, is an individual who comes from a home environment where a language other than English is spoken in the home, or is an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency—who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language—which denies such individual the opportunity to learn successfully in classrooms where the language of instruction is English. The use of accommodations must be in accordance with what the student uses on a daily basis during classroom instruction.

Accommodations

For ELL students, the following accommodations are allowable:

- The FSAA—Datafolio must be administered completely and solely in English. Limited assistance may be provided from the assessment administrator; English for Speakers of Other Languages (ESOL) teacher; heritage language teacher; or interpreter in the heritage language, including answering specific inquiries concerning a word or phrase and questions for clarification.
- For mathematics, writing, and science assessments, limited assistance may be provided using the student's heritage language to answer specific questions about a word or phrase.
- For the reading assessment, the ESOL or heritage language teacher may answer student questions about the general assessment in the student's heritage language.

**Includes students found eligible for the Dual-Sensory Impaired Program.*

Assistive Technology Devices

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability.

The Department of Education, Bureau of Exceptional Education and Student Services provides a wide variety of technology supports for students with disabilities. Below is contact information for statewide service providers who can give guidance, support, and information on available assistive technology devices.

- Florida Diagnostic & Learning Resources System (FDLRS)
  http://www.fdlrs.org/
- Florida Diagnostic and Learning Resources System Technology Specialists (FDLRS TECH)
  https://www.fdlrs.org/technology
- Resource Materials and Technology Center for the Deaf/Hard of Hearing (RMTC-D/HH)
  https://www.rmtcdhh.org/
- Florida Instructional Materials Center for the Visually Impaired (FIMC-VI)
  http://www.fimcvi.org
- Florida Alliance for Assistive Services and Technology (FAAST)
  http://www.faast.org

Additional examples of how accommodations can be implemented within the activity choices can be found in "Appendix C: FSAA—Datafolio Activity Choice Differentiation Guide."

2021–22 FSAA—Datafolio Administration
PROGRESS RUBRIC

DEFINITIONS

- Student shows "progress" when level of assistance decreases and/or accuracy increases between collection periods.
- Student "meets LOA goal" when accuracy is achieved on over 50% of the opportunities presented.
- Student "exceeds the LOA goal" when accuracy is achieved at 70% or higher by CP #3.

  -OR-

  LOA is one or more levels higher than the original LOA goal with some accuracy by CP #3.

LEVELS OF ASSISTANCE (LOAs)

Non-Engagement (N) Physical (P) Gestural (G) Verbal (V) Model (M) Independent (I)

Possible LOA with Accuracy Progress Scores Based on Opportunities Presented				
Does Not Meet the LOA Goal w/ Accuracy	2 or under/5	3 or under/6	3 or under/7	4 or under/8
Meets the LOA Goal w/ Accuracy	3/5 = 60%	4/6 = 66%	4/7 = 57%	5/8 = 63%
Exceeds the LOA Goal w/ Accuracy	4/5 = 80%	5/6 = 83%	5/7 = 71%	6/8 = 75%
	5/5 = 100%	6/6 = 100%	6/7 = 86%	7/8 = 88%
			7/7 = 100%	8/8 = 100%

PROGRESS SCORE LEGEND

0	1	2	3	4	5
Evidence is UNSCORABLE.	The student did not meet the LOA goal and there was no progress from CP #1 to CP #3. -OR- The LOA goal is the same as the baseline and there was no progress from CP #1 to CP #3.	The student did not meet the LOA goal with accuracy; however, demonstrated some progress from CP #1 to CP #3.	The student met the LOA goal *with* accuracy higher than 50% by CP #3.	The student met the LOA goal with accuracy higher than 50% by CP #2 and maintained accuracy at CP #3.	The student exceeded the LOA goal with accuracy of 70% or higher by CP #3. -OR- The student met the LOA goal at CP #2 with accuracy and exceeded the LOA goal with some accuracy by CP #3.

Part 2: Getting Started with the Data Entry Interface (DEI)

SYSTEM REQUIREMENTS

The Data Entry Interface (DEI) is a web-based, encrypted platform designed to work with the existing technology infrastructure available in Florida schools.

To access the DEI, each computer must have at least one supported operating system, one supported browser, the required software, and the capability of using the supported file types. Supported operating systems and browsers are listed in the Supported Systems & Requirements page on the FSAA Portal. All users should review the Supported Systems & Requirements page on the FSAA Portal to determine the minimum hardware requirements and approved browsers for the DEI and other online systems. Users are strongly encouraged to meet with their alternate assessment coordinator (AAC) or school level coordinator (SLC) to ensure that computers meet the system requirements prior to the opening of Collection Period #1.

Supported File Types

The DEI supports the following file formats:

Digital Recordings

- WEBM, MP4, MOV, 3GP, and OGV

Image

- JPG, PNG, GIF, SVG, and JPEG

Document

- TXT and PDF (Note, please convert evidence collected in PowerPoint, Word, and Excel to PDF documents.

Audio

- MP3, AAC, WAV, M4A, OGG, OPUS

Recommended Monitor Resolution Settings

The suggested screen resolution is dependent on monitor size. The recommended settings are as follows:

- 15-inch monitor: 1024 × 768
- 17- to 19-inch monitor: 1280 × 1024
- 20-inch and larger monitor: 1600 × 1200

NOTE: The larger the screen resolution, the smaller the text appears on the screen.

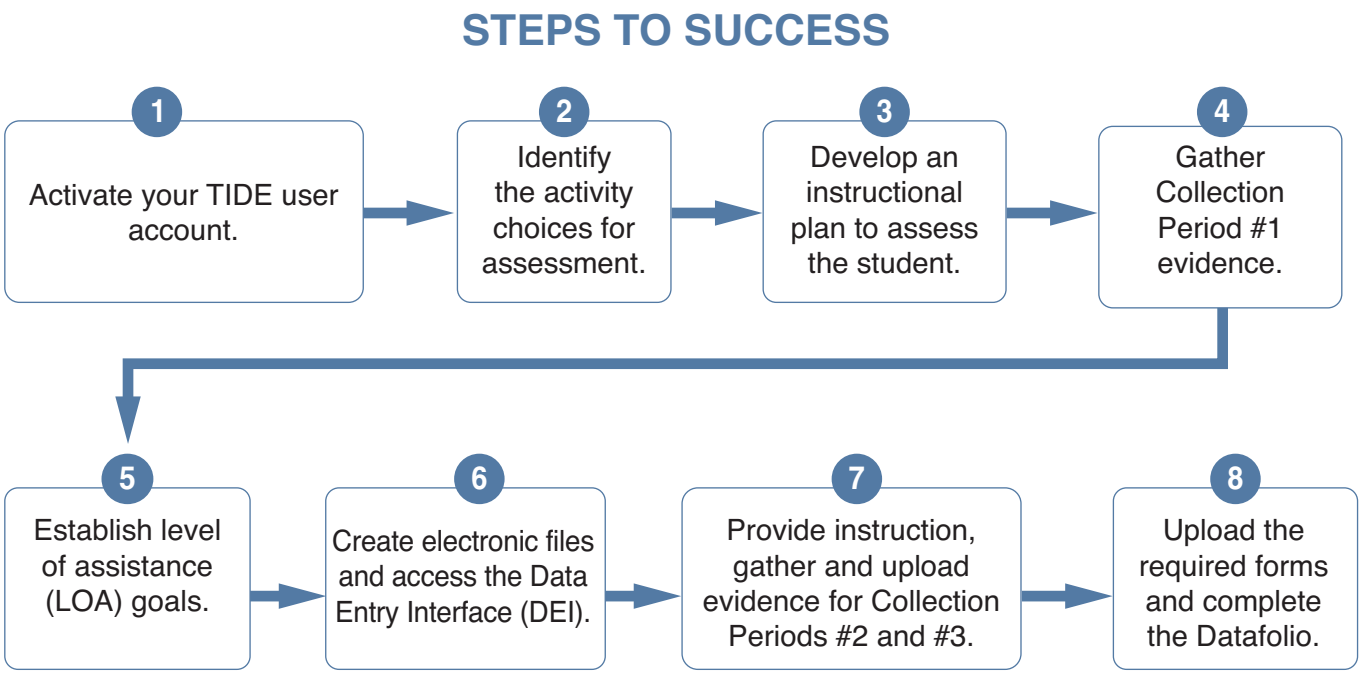
Additional information on supported file types and how to upload evidence into the Data Entry Interface (DEI) can be found in the *FSAA—Datafolio Data Entry Interface (DEI) User Guide*.

Setting Up User Accounts

When the Test Information Distribution Engine (TIDE) opens, each district's AAC of record will have their new account credentials preloaded into TIDE. AACs are responsible for creating (or delegating the creation of) accounts for users in their district and schools in TIDE in advance of Collection Period #1. AACs can begin adding users on August 16, 2021. Teachers will need to have a TIDE account in order to access the DEI. More information on AAC and SLC responsibilities in TIDE can be found in Part 4 of this guide as well as in the FSAA TIDE User Guide. Information for teachers on activating user accounts can be found in Step 1 of Part 3 of this guide.

Part 3: The FSAA—Datafolio Administration Process and Data Entry Interface (DEI) for Teachers

STEPS TO SUCCESS	
1	Activate your TIDE user account.
2	Identify the activity choices for assessment.
3	Develop an instructional plan to assess the student.
4	Gather Collection Period #1 evidence.
5	Establish level of assistance (LOA) goals.
6	Create electronic files and access the Data Entry Interface (DEI) for file upload.
7	Provide instruction, gather and upload evidence for Collection Periods #2 and #3.
8	Upload the required forms and complete the Datafolio.



STEP 1: ACTIVATE YOUR TIDE USER ACCOUNT.

TIDE will open on August 16, 2021.

User Accounts and Passwords

Once a TIDE account has been created, each new user will receive a TIDE activation email that contains links to activate his or her account and to request a new activation email. The activation link is valid for only 15 minutes. After that time the activation link will expire, and the user will need to select the second link to request a new activation email.

If a new user has not received the TIDE activation email, he or she is encouraged to check the spam folder. Emails are sent from DoNotReply@cambiumast.com, so teachers and SLCs may need to add this address to their contact list. If the email is not in the spam folder, users should contact their AAC to confirm that he or she created the account in TIDE. Contact the FSAA Service Center toll-free at 877-655-3001 or via email (FSAAServiceCenter@cambiumassessment.com) if this step has been completed and users continue to experience difficulty.

NOTE: Each teacher will have his or her own unique login credentials. Teachers must NOT share their login credentials at any time.

After selecting the activation link, you will be asked to create a password that you will use to access all Cambium Assessment, Inc. (CAI) systems.

Your password is required to be at least eight (8) characters and must include all the following:

- One lowercase alphabetic character
- One uppercase alphabetic character
- One number
- One special character (e.g., %, #, or !)

STEP 2: IDENTIFY THE ACTIVITY CHOICES FOR ASSESSMENT

Review the *FSAA—Datafolio Blueprint & Activity Choices*

As discussed in "Assessment Design" on page 7, teachers will choose one activity choice per standard for assessment from a list of two or three choices. Each entry is made up of a submission of student evidence from three collection periods throughout the year.

Identify Activity Choices

Start by reviewing the *FSAA—Datafolio Blueprint & Activity Choices* (Appendix B), which are broken out by content area, course, and grade listed below.

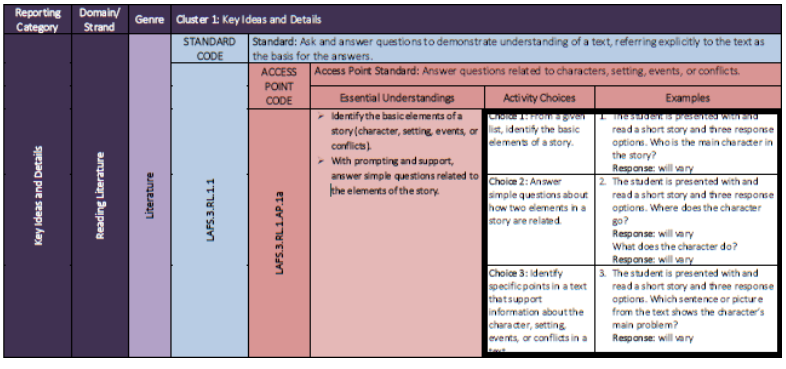
- ELA (Grades 3–10)
- Mathematics (Grades 3–8)
- Access Algebra 1 and Access Geometry
- Science (Grades 5 and 8)
- Access Biology 1
- Access Civics and Access U.S. History

In each content area or course, the teacher selects a total of three activity choices (ONE activity choice per standard) across the standards. Each standard/Access Point assessed contains two or three activity choices. Teachers review the activity choices in each standard to select the most appropriate choice for each student. Please note that teachers will need to develop five to eight opportunities for each activity choice in each collection period.

NOTE: Teachers only select ONE activity choice per standard/Access Point to align with their assessment activity. The same activity choice must be administered for all collection periods.

Examples of the intended skill(s) for assessment by activity choice have been provided in the *FSAA—Datafolio Blueprint & Activity Choices* document (Appendix B). The example listed for each activity choice is just ONE way of addressing the associated choice. Teachers are not limited to these examples. Additional examples can be found in "Appendix C: FSAA—Datafolio Activity Choice Differentiation Guide."

Example: FSAA—Datafolio Grade 3 ELA Blueprint



Reporting Category	Domain/ Strand	Genre	Cluster 1: Key Ideas and Details				
Key Ideas and Details	Reading Literature	Literature	STANDARD CODE	Standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
			LAFS.3.RL.1.1	ACCESS POINT CODE	Access Point Standard: Answer questions related to characters, setting, events, or conflicts.		
				LAFS.3.RL.1.AP.1a	Essential Understandings	Activity Choices	Examples
					➢ Identify the basic elements of a story (character, setting, events, or conflicts). ➢ With prompting and support, answer simple questions related to the elements of the story.	Choice 1: From a given list, identify the basic elements of a story.	1. The student is presented with and read a short story and three response options. Who is the main character in the story? Response: will vary
						Choice 2: Answer simple questions about how two elements in a story are related.	2. The student is presented with and read a short story and three response options. Where does the character go? Response: will vary What does the character do? Response: will vary
						Choice 3: Identify specific points in a text that support information about the character, setting, events, or conflicts in a text	3. The student is presented with and read a short story and three response options. Which sentence or picture from the text shows the character's main problem? Response: will vary

NOTE:

- Teachers choose ONE activity choice (per standard) from the **Activity Choices** column to align one activity per collection period.
- The SAME activity choice (per standard) is assessed across all three collection periods.

This design is an innovative approach that provides teachers with the ability to structure assessment opportunities within activities and tasks that reflect typical classroom activities and instruction for students with the *most* significant cognitive disabilities by using the individual communication systems they are *most* familiar with.

Target the Specific Learning Goals

Identify the targeted skill(s) within each activity choice to determine what is required for assessment. Next, determine the most appropriate way to present those skills to the student while maintaining alignment with the requirements of the targeted skills. For example, the Access Point for standard *MAFS.3.G.1.1* is to "identify different examples of quadrilaterals." This is broken down into a concrete Essential Understanding (EU) to "sort shapes into quadrilaterals and non-quadrilaterals." Activity Choice 2 asks a student to "sort by same and different." The example provided for Activity Choice 2 states, "Student is presented with an assortment of squares and circles, and asked to sort squares into one group and circles into another group. **Response:** squares sorted into one group and circles sorted into another group." The example is aligned to the activity choice; the activity choice is aligned to the EU, which is aligned to the Access Point, which, in turn, is aligned to the standard.

As the teacher develops opportunities similar to the example provided above, the teacher must ensure alignment to the activity choice. One example of non-alignment might be providing the student with three shapes and asking the student, "Which shape is round?" This opportunity would not be aligned to the skills in the selected activity choice because the student is identifying characteristics of shapes, not sorting by same and different.

It is recommended, but not required, that the chosen standards from the *FSAA—Datafolio Blueprint & Activity Choices* be included in the short-term objectives in the student's current IEP. For additional guidance, please consult the *Florida Standards Alternate Assessment (FSAA) Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams,* available online at https://fsaa.fsassessments.org/resources#assessment=Datafolio.

For additional examples of how activity choices can be administered, please refer to "Appendix C: FSAA—Datafolio Activity Choice Differentiation Guide."

STEP 3: DEVELOP AN INSTRUCTIONAL PLAN TO ASSESS THE STUDENT

Identify the Outcome of Instruction and Potential Instructional Activities

After selecting the most appropriate activity choices to include in the assessment, the teacher should identify the intended outcome of instruction. Plan grade-appropriate activities that could include individual, small-group, or large-group activities typically available to students in the general education classroom.

When planning for instruction, it may be beneficial to consult with a general education teacher or curriculum specialist to identify, select, and modify the activity choices. This collaboration will help ensure that the intent of the standard remains the same and represents the intended academic content.

Develop a Data Collection Plan for Instruction and Assessment

Teachers must choose an assessment strategy that is compatible with the selected instructional activity and the student's mode of communication. A good way to document whether the student has demonstrated learning of the content standard is to use data from instruction and student work samples produced during the activity. Work samples may be teacher observations, digital recordings, or work products of the student performing an activity or task.

The collection of evidence of student learning should be an ongoing process. Learning should occur throughout the instructional year and should represent the skills the student is working on related to a standards-based curriculum. Planning should include ensuring the ability to provide five to eight attempts to perform the skill using unique response options across each attempt and all three collection periods.

Systematically monitoring progress and adjusting instruction throughout the year represents best practice. This process increases the likelihood of progress and higher achievement on targeted skills. An example data collection form appropriate for the FSAA—Datafolio, the **Running Record Template**, can be found in Appendix D.

Collection Period (CP) #1 Data Collection

During CP #1, the teacher collects baseline evidence to identify the student's performance level *prior* to instruction. The evidence collected during CP #1 is used to determine a baseline of the student's level of assistance (LOA) for each activity choice. It is required that CP #1 assessments include **five to eight** opportunities and be completed with the same LOA required by the student to engage in the activity in order to demonstrate a baseline level. From this baseline evidence, the teacher identifies both the LOA required to engage the student in the content for assessment as well as the level of accuracy the student achieved in the activity to determine the student's performance level.

Student performance at CP #1 should not be at the independent (I) LOA with accuracy, as performance at that level will leave very little room to demonstrate progress over the three collection periods. If the student's performance at CP #1 is already accurate at an independent (I) performance level on the targeted skills, the teacher should present the activity choice in a more challenging manner or select a different, more challenging activity choice entirely. Either way, the teacher must complete a new assessment for the standard using a different activity choice within CP #1. The teacher may also wish to convene an IEP team meeting to discuss whether the FSAA—Datafolio is the appropriate assessment for the student.

As a reminder, students who become eligible to participate in the FSAA—Datafolio after the conclusion of CP #1 may have baseline accuracy and LOA goals determined during the initial collection period that the student became eligible to participate. Refer to "Transfer Students/Late Enrollment" on page 32 for more details.

STEP 4: GATHER COLLECTION PERIOD #1 EVIDENCE

Once the instructional plan is in place, CP #1 evidence should be collected.

As a reminder, CP #1 evidence is collected before instruction occurs, in order to provide a baseline for determining student growth. **All CP #1 evidence must be collected prior to the deadline of September 24, 2021.**

FSAA—Datafolio Evidence

When collecting evidence for submission in the student's datafolio, teachers must use one of the acceptable types of evidence listed below:

1. **Observation Evidence:** an anecdotal observation of the student working on the activity choice
2. **Digital Recording Evidence:** a digital recording of the student working on the activity choice
3. **Work Product Evidence:** a permanent work product such as an original work sample or teacher-constructed activity that results in a tangible product

Teachers MUST use the same collection evidence type within a single evidence submission for a standard collection period. However, teachers may use different evidence types **between** collection period submissions. For example, teachers may choose to use

- observation evidence for CP #1,
- work product evidence for CP #2, and
- digital recording evidence for CP #3.

Teachers can also choose to use the same type of evidence for all three collection periods. Choose the evidence type that best suits the student and the skills being assessed. Below is one example of the types of evidence that might be submitted for a Grade 10 ELA assessment.

Language Arts			
Activity Choice Selection	**CP #1**	**CP #2**	**CP #3**
LAFS.910.RL.1.3.choice 1	Observation*	Observation*	Observation*
LAFS.910.L.3.4.choice 1	Observation*	Digital Recording*	Work Product*
LAFS.910.RI.3.7.choice 3	Digital Recording*	Digital Recording*	Digital Recording*

**One evidence type file submission per collection period with no fewer than 5 and no more than 8 assessment opportunities*

Evidence Collection Form

Once the type of evidence that will be collected has been determined, teachers will use the **Evidence Collection Form** (Appendix D) to organize the evidence and document necessary information for scoring. All evidence and form information must be submitted in the DEI. This information must include:

- student's name
- student's FLEID number
- standard code/choice # (e.g., MAFS.3.OA.4.8/Choice1)
- date evidence is completed
- CP #1, #2, or #3 label
- LOA provided to the student (N, P, G, V, M, I)
- student's accuracy score (including correct and incorrect marks)
- scoring key (if needed) detailing any acronyms, abbreviations, or symbols used for scoring student work

Observation Evidence

In addition to the information indicated above, when observation evidence is submitted, the following information is required:

- a completed **Running Record Template** (Appendix D) or hard copy of the opportunities performed and the student's responses
- teacher name and witness signature

NOTE: The **teacher** and a **witness to the assessment** must sign the Evidence Collection Form certifying that the assessment was completed in the manner described. This Form must be uploaded into the DEI.

Digital Recordings

In order for digital evidence to be effectively evaluated during scoring, the following guidelines should be noted:

- **Use of personal recording devices (e.g., cell phone, tablet, camera, digital recorders, etc.) for capturing FSAA—Datafolio student evidence is strictly prohibited. Student evidence may only be recorded using district-provided equipment (e.g., camera, tablet, laptop, etc.) and submitted through a secure data upload process.**
- Details related to the upload process are described in *FSAA—Datafolio Data Entry Interface (DEI) User Guide*.
- Teachers should consult their technology coordinator about the tools available in their schools and districts. The system requirements are detailed in the Supported Systems and Requirements page on the FSAA Portal (https://fsaa.fsassessments.org).

NOTE: If the evidence captured contains identifying student information, please ensure that the data are handled in a way that complies with state (or other) security policies pertaining to student information. Confidential information must be handled in compliance with FERPA and other federal and state regulations, as well as existing FSAA policy.

Digital Recording: Evidence Content

It should be clear what information was presented to the student **AND** the student's responses **must** be clearly visible in all digital recording evidence. A written transcript of the interactions between the teacher and the student must be documented on the **Evidence Collection Form** (Appendix D) and submitted within the DEI for **each** uploaded digital recording.

Best Practices for Digital Recording

It is recommended that ONLY the student being assessed appears in digital recordings. However, if there are any submissions that include students inadvertently captured in the digital recording of another student's assessment, a signed **Digital Recording Consent Form** (Appendix D) must be included for each student visible in a digital recording evidence file submission.

DO

- Arrange for recording equipment in advance of assessment date(s). Practice using equipment and become familiar with its use prior to using it with students.
- Place the equipment in a location where the student and assessment materials can be seen clearly and without obstruction. Set the angle of recording equipment close enough to see the answer choices, but not so close that if the student points at a picture, his or her hand cannot

be seen. Make sure the student's body does not obstruct the clear recording of the student's response.

- Use only the digital file formats indicated and make sure the file extension is included in the file name being uploaded. See "Supported File Types" on page 14 for additional information about acceptable file types.

DO NOT

- Upload just the shortcut or project files.
- Submit digital recording files in "fast forward" mode.

Required Form for Digital Recording

A signed **Digital Recording Consent Form** (Appendix D) must be uploaded for each student for whom a digital recording evidence file is submitted. Teachers must obtain parent/guardian consent via this form prior to creating a digital recording. This signed form must be submitted through the DEI. Spanish and Haitian-Creole versions of the Digital Recording Consent Form are available in Appendix D.

NOTE: If any Digital Recording Consent Forms are missing or not submitted for all students in the digital recording, including the student being assessed, the digital recording cannot be scored.

Work Product Evidence

When submitting work product evidence, in addition to the information from the **Evidence Collection Form** (Appendix D), be sure to

- provide additional information for the work product submitted along with the actual work product (e.g., worksheet);
- indicate how the student performed each opportunity and the LOA (N, P, G, V, M, I) provided; and
- include any additional scoring rubrics/key acronyms and grade each opportunity, providing the overall grade as a percentage.

Evidence Documentation

Teachers must adhere to the following requirements to ensure that enough information has been documented in the evidence.

- CP #2 and CP #3 evidence MUST be aligned to all parts of the activity choice previously selected in CP #1.
- Evidence must be student work consisting of at least five opportunities that align to the activity choice for each of the three standards.
- Evidence must have a score clearly indicated by the teacher. If the student's work is graded other than correct/incorrect, a rubric or set of scoring rules must be provided to enable the Scoring Center to understand and replicate the scoring. All evidence must be graded by the teacher prior to submission. Acceptable markings are "C" or "+" (meaning correct) and "X" or "–" (meaning incorrect). Every opportunity must be marked as correct or incorrect and is used to calculate the overall accuracy score (percentage correct). The accuracy score must be entered into the DEI. A scoring key must be provided when the scoring is not explicitly clear. **If scorers cannot validate the teacher's scoring, the student's overall performance score will be impacted.**
- **Evidence must have the LOA clearly identified for each activity choice. There must be only one LOA per activity choice in each collection period.**

Documenting student performance in this manner will assist raters with understanding the ability of the student during scoring. Independent raters must be able to easily see that the evidence has been graded for accuracy and assigned LOA by the teacher to validate scoring. Clear notations will assist independent raters at the Scoring Center.

A Special Note Regarding English Language Arts (ELA) Evidence

Many of the ELA activity choices require the student to interact with specific types of text. The teacher **must** document the text used by submitting the following information:

- **Genre (literature or informational)**
- **Text title**
- **Text author**
- **Other relevant information**

The above information must be submitted either within the evidence or in the DEI. The **Running Record Template** (Appendix D) was redesigned prior to the 2017–2018 administration to provide a space for ELA evidence information.

NOTE: Pay attention to the activity choice requirements to determine whether the objective requires reading literature or informational text and if more than one text is required.

NOTE: Activities aligned to text other than the text indicated, or not providing more than one text when required, will not be considered fully aligned and may impact the student's score.

STEP 5: ESTABLISH LEVEL OF ASSISTANCE (LOA) GOALS

LOA goals are determined by the teacher after completing CP #1 assessments for each activity choice, or, in the case of late enrollment by a student in the FSAA—Datafolio, during the initial collection period when the student became eligible to participate. During this process, the teacher identifies the targeted LOA the student will be able to achieve when performing the specified skill by the end of CP #3. **LOA goals must be created at the end of CP #1 for each of the activity choices completed for all students enrolled in the FSAA—Datafolio during CP #1**.

It is possible and appropriate to have a student utilizing physical assistance (P) for one activity choice and gestural assistance (G) on another activity choice within or across content areas, courses, and grades. The goal is to determine progress across performance. It is important to remember that the FSAA—Datafolio is a compilation of student evidence and is intended to produce a snapshot in time of the progress the student has or has not made in relation to the activity choices selected for assessment.

When setting LOA goals in CP #1, the following steps may be helpful:

Step 1: Administer the baseline assessment for the activity choice using the LOA most commonly used with the student during similar activities during classroom instruction.

Step 2: Calculate the accuracy score and consider the results.

If the student achieved an accuracy score of 51% or higher, it would be appropriate to set the LOA goal to reflect a decreased LOA from the baseline (e.g., if the baseline was administered with gestural assistance, set the LOA goal to utilizing verbal assistance).

If the student achieved a score of less than 51%, and if, in a teacher's professional opinion, the student is likely to require the time between CP #1 and CP #3 to achieve an accuracy score of 51% or higher at the LOA provided during CP #1, the LOA goal may be set to improving accuracy within that LOA. This would be documented by selecting that particular LOA as the goal.

For example, if a student scores 25% accuracy with verbal assistance (V), and the teacher, based on his/her knowledge of the student and professional judgment, considers that increasing accuracy to 51% or higher with verbal assistance (V) by CP #3 is a reasonable goal, that teacher would select (V) as the LOA goal in the DEI.

The following chart, which is part of the LOA Goal Setting Worksheet, was designed to help teachers determine the appropriate LOA goal for each standard (see Appendix A). This worksheet does not need to be submitted in the DEI.

Florida Standards Alternate Assessment
DATAFOLIO

Guidance for Setting a Level of Assistance (LOA) Goal

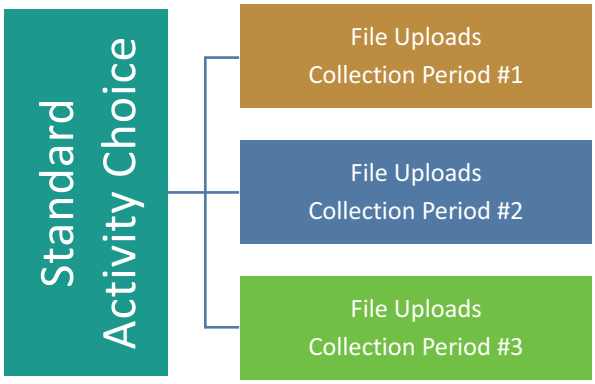
Level of Assistance (LOA) During Baseline Collection Period	Accuracy Score	Recommended LOA Goal
Non-Engagement (N)	Less than 51%	Physical (P)
	51% or greater	
Physical (P)	Less than 51%	Physical (P) or Gestural (G)
	51% or greater	Gestural (G)
Gestural (G)	Less than 51%	Gestural (G) or Verbal (V)
	51% or greater	Verbal (V)
Verbal (V)	Less than 51%	Verbal (V) or Model (M)
	51% or greater	Model (M)
Model (M)	Less than 51%	Model (M) or Independent (I)
	51% or greater	Independent (I)
Independent (I)	Less than 51%	Independent (I)
	51% or greater	Consult with IEP team regarding the suitability of the FSAA—Datafolio as the appropriate assessment for the student.

Please contact the FSAA Service Center with any questions or for additional support in setting LOA goals.

STEP 6: CREATE ELECTRONIC FILES AND ACCESS THE DATA ENTRY INTERFACE (DEI)

Creating Electronic Files

In the DEI, for each standard activity choice, the system allows up to ten uploads per collection period. Each electronic file must consist of evidence of five to eight opportunities (e.g., image elements, video, observations, etc.) and any associated forms as outlined in "FSAA—Datafolio Evidence" on page 21.



Observation and Work Product Evidence

Observation and work product evidence may consist of multiple pages and/or mixed media (e.g., PDF, JPG, etc.).

Observation Evidence

When submitting observation evidence, the following are required:

- a completed Evidence Collection Form (Appendix D)
- a completed Running Record Template (Appendix D) or other hard copy of the opportunities performed and the student's responses

Work Product Evidence

When submitting work product evidence, the following is required:

- a completed Evidence Collection Form (Appendix D)

Additional information should also be included detailing the work product submitted.

Acceptable Observation and Work Product File Types

Observation and work product evidence must be submitted in one of the following file formats:

- **Image** — JPG, JPEG, PNG, GIF, and SVG
- **Document** — TXT and PDF (Note, please convert evidence collected in PowerPoint, Word, and Excel to PDF documents).

Please see the *FSAA—Datafolio Data Entry Interface (DEI) User Guide* for information on how to upload observation and work product evidence.

Digital Recordings

For this population of students, digital recording can be the most effective way to capture and demonstrate a student's assessment. When providing digital evidence, a separate digital recording must be submitted for each activity choice.

NOTE: If the evidence captured contains identifying student information, please ensure that the data are handled in a way that complies with state (or other) security policies pertaining to student information. Confidential information must be handled in compliance with FERPA and other federal and state regulations, as well as existing FSAA policy.

Digital Recording Length

Digital recordings representing each assessed standard should be no longer than three minutes in length and should not include the student demonstrating any prerequisite or post-activity steps or preparation. Only the first three minutes of a longer recording will be reviewed during scoring. Teachers may edit the original digital recording to remove information not related to the student demonstrating the skill. Teachers should consult their technology coordinator about the tools available in their schools and districts.

NOTE: Only district-provided devices may be used to generate digital files of student work.

Acceptable Digital Recording File Types

Digital recordings must be submitted in one of the following file formats:

- OGV, WEBM, MP4, MOV, 3GP

Please see the *FSAA—Datafolio Data Entry Interface (DEI) User Guide* for information on how to upload digital recording evidence.

Digital Recording: Evidence Content

In order for digital recordings to be scored, the **Evidence Collection Form** (Appendix D) and a transcript (entered on page 2 of the form) explaining the content of the recording **MUST** be submitted with each recording that is uploaded into the DEI. In all digital recording evidence, it should be clear what information was presented to the student **AND** the student's responses must be clearly visible.

Naming Evidence Files (File Naming Convention)

For organizational purposes and ease in uploading actual student work samples, observations, or digital recordings, use the unique file naming convention outlined below.

It is recommended that each digital recording or electronic file be named using the following **lowercase format** to ensure that files are not saved over each other.

FILE NAMING CONVENTION

StudentName_StandardCode_ActivityChoice_CollectionPeriod_EvidenceType

Example:

jsmith_lafs.910.l.3.4_choice1_cp1_ecf

Naming Convention	Description	# of Characters *Note: Spaces are considered 3 characters when naming files.*	Notes
StudentName	Student's Name	Max. 20 characters	The student's name should be formatted as the first initial and full last name in lowercase format.
StandardCode	Standard Code	Max. 25 characters combined between standard code and activity choice	The standard code assessed (e.g., mafs.3.oa.4.8).
ActivityChoice	Activity Choice 1, 2, or 3		The activity choice assessed formatted as choice1, choice2, or choice3.
CollectionPeriod	Collection Period 1, 2, or 3	3 characters	The collection period the evidence aligns to. Use the abbreviations cp1, cp2, or cp3.
EvidenceType (Optional)	Type of evidence documentation being uploaded	2–3 characters	The type of evidence abbreviated as: Evidence Collection Form = ecf; Running Record = rr; Work Product = wp; Digital Recording = dr; Digital Recording Transcript = drt

Please follow the naming conventions in the order specified above for each evidence file. All characters should be lowercase.

Individual documents must have unique names. If multiple documents are uploaded as evidence for a single activity choice for a collection period, each document must contain the additional identifying letters so that files are not written over when saved.

Note: The identification of individual evidence file types is not required if all evidence for one collection period are merged and uploaded as a single file. All digital recording evidence, however, will require at least two files—one that contains the digital recording and one that contains the evidence collection form and the transcription.

The example on the right shows a complete math standard evidence set from Collection Period 1 through Collection Period 3.
When a file is saved, the computer will include a file extension based on the program used to create the evidence. Do not add this extension to your file name.

Sample Math Evidence Collection File Set

jsmith_mafs.oa.4.8_choice1_cp1_ecf.pdf

jsmith_mafs.oa.4.8_choice1_cp1_rr.pdf

jsmith_mafs.oa.4.8_choice1_cp2_ecf.pdf

jsmith_mafs.oa.4.8_choice1_cp2_dr.mp4

jsmith_mafs.oa.4.8_choice1_cp2_drt.pdf

jsmith_mafs.oa.4.8_choice1_cp3_ecf.pdf

jsmith_mafs.oa.4.8_choice1_cp3_wp.jpg

Please note: The entire file name is in lowercase format, the standard and activity choice have remained constant, and the three collection periods are clearly defined.

Submitting Collection Period #1 Evidence into the Data Entry Interface (DEI)

Once teachers have completed CP #1 (Steps 1–5) and the electronic files are created, teachers must log in to the DEI to upload files and enter the data collection requirements (including goal setting) by October 15, 2021. Your system administrator will also provide you with a roster of students participating in the FSAA—Datafolio at your school. This roster will have the student's first and last name as it appears in TIDE as well as the student's FLEID.

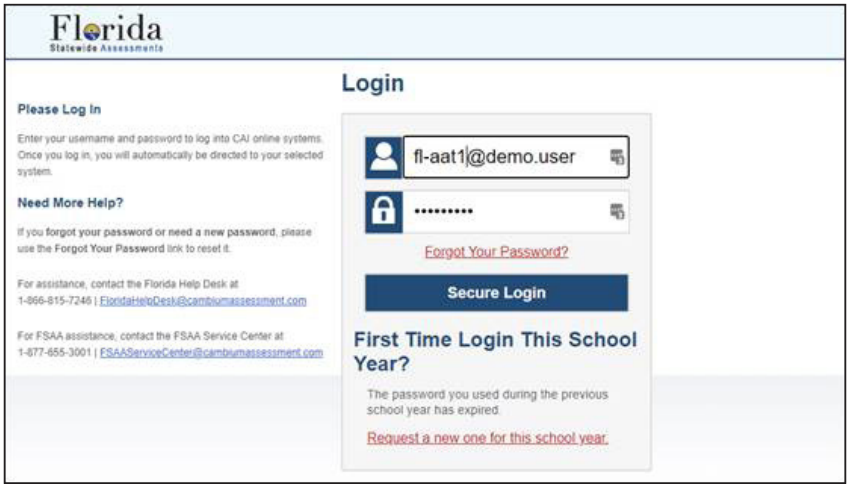
Using the DEI

Logging In and Entering Student Information

When you are ready to upload evidence, you will use the account your system administrator created for you to log in to the DEI.

First, navigate to the FSAA Portal (https://fsaa.fsassessments.org). Select Datafolio for Teachers. On the next page, select the System card for the Data Entry Interface.

Type your password in the password field and then retype your password to confirm your initial entry. Select "Submit" to save your new password.

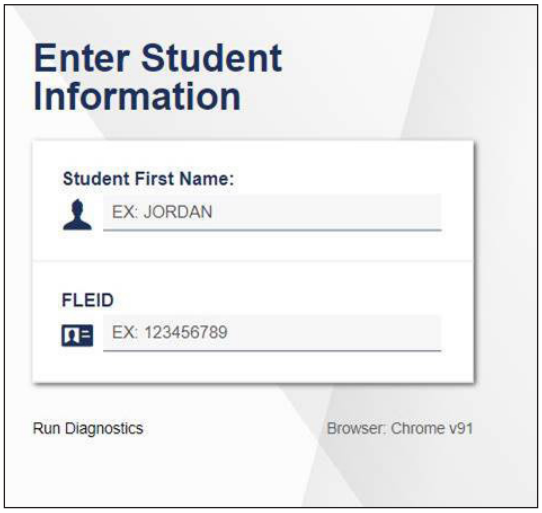


Be sure to keep your password secure.

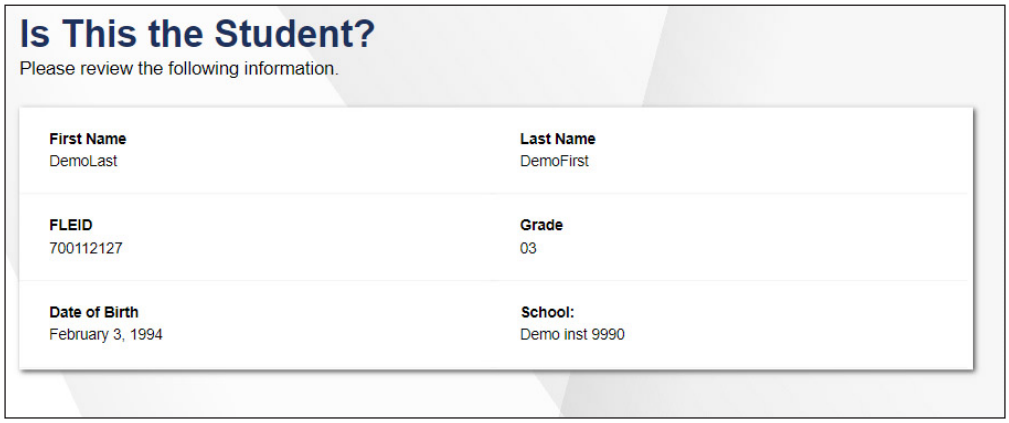
After you log in to the DEI, the ***Enter Student Information*** page appears. On this page, you can enter the login information for the student being assessed. Please use the roster from TIDE that your system administrator provided you. It has the student information you need to log in to the DEI.

1. To enter a student's information:
   In the "Student First Name" field, enter the student's first name as it exists in TIDE.

2. In the "FLEID" field, enter the student's FLEID number.
3. Select **Sign In**.



The **Is This the Student?** page appears. On this screen, please verify all student information and confirm that it is correct.



If all the information is correct, select **Next**. The ***Available Tests*** page appears.

If any of the information is incorrect, do not proceed with the data entry for this student. Log out of the application and notify a system administrator that the student's information is incorrect. Data entry cannot begin until this information is corrected.

Correcting Student Information

Any corrections that need to be made in TIDE should be detailed on the **TIDE Correction Form** (Appendix D) and submitted to the SLC or AAC for processing, depending on individual district policies and procedures. The **TIDE Correction Form** (Appendix D) is designed to correct information related to the student's assessment type (Performance Task or Datafolio), assessment grade, student name misspelling, weekend release, transfer information, and/or correction of students listed or not listed in TIDE.

This form must also be submitted for any student listed in TIDE who will NOT be tested during the academic year. The student will be designated as Not Assessed. Teachers who have students on their roster who are not assessed but who are still listed as active will not display the correct completion status.

The SLC and AAC both have the ability to create new teacher accounts, modify teacher accounts, add new students, and modify student information. For SLCs, that ability is restricted to the school level.

AACs have district-wide privileges. For changes that require student transfers from another district, the AAC will have to contact the FSAA Service Center.

Transfer Students/Late Enrollment

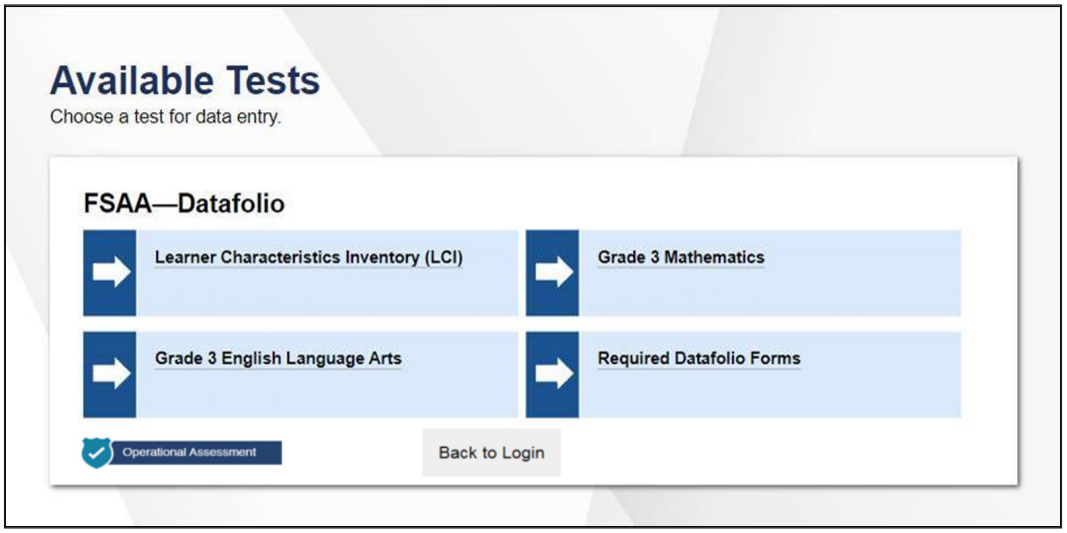
If a student currently participating in the FSAA—Datafolio administration moves either within or outside of the district, the receiving school will be able to continue with the student's assessment. The receiving teacher will need to complete the **TIDE Correction Form** and submit it to the district AAC to have the student transferred in TIDE if the student is from the same district. If the student is from another district, the AAC will have to contact the FSAA Service Center to transfer the student.

If a student transfers from out of state, the receiving teacher will need to complete the **TIDE Correction Form** and submit it to the district AAC to add the student to TIDE.

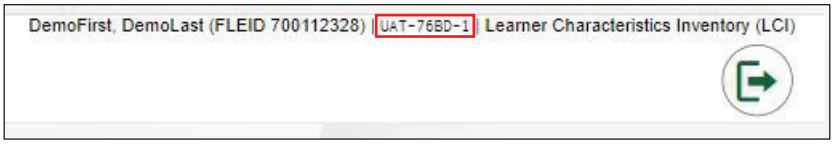
For a transfer student already participating in the FSAA—Datafolio, the receiving teacher may need to confirm the new student's activity choice and LOA goal for an assessed standard. The receiving teacher needs to contact his or her SLC or AAC. The SLC or AAC will contact the FSAA Service Center. The FSAA Service Center can advise the receiving SLC or AAC of the student's activity choice and LOA goal for the assessed standard(s).

Selecting a Test

The ***Available Tests*** page displays the tests available for data entry. On this page, you can select the Learner Characteristics Inventory (LCI), the Required Datafolio Forms, or the content area where you would like to upload evidence for the student.



Upon selecting a test, an auto-generated Session ID is also displayed in the banner. The Session ID will be helpful if you need to contact the FSAA Service Center for technical assistance.

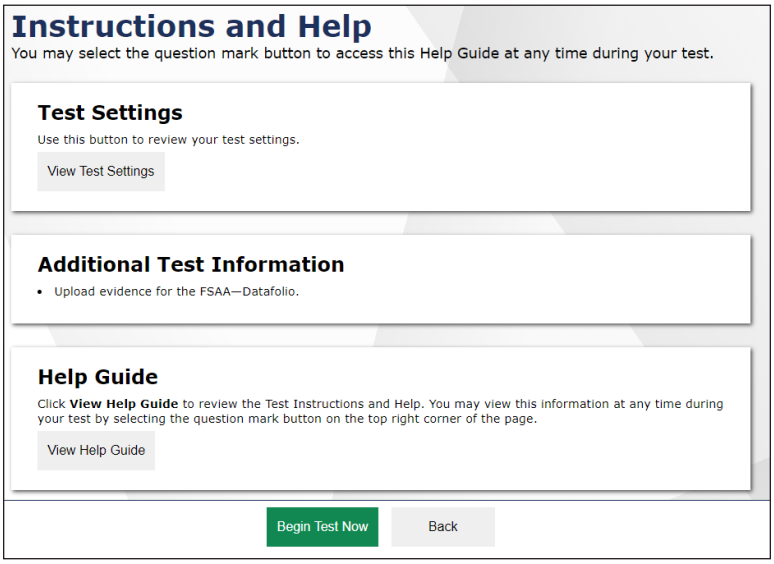


Instructions and Help

After selecting the test where you will enter data, the ***Instructions and Help*** page appears. On this page, you can review the rules of the DEI and its available tools.

To proceed and begin data entry:

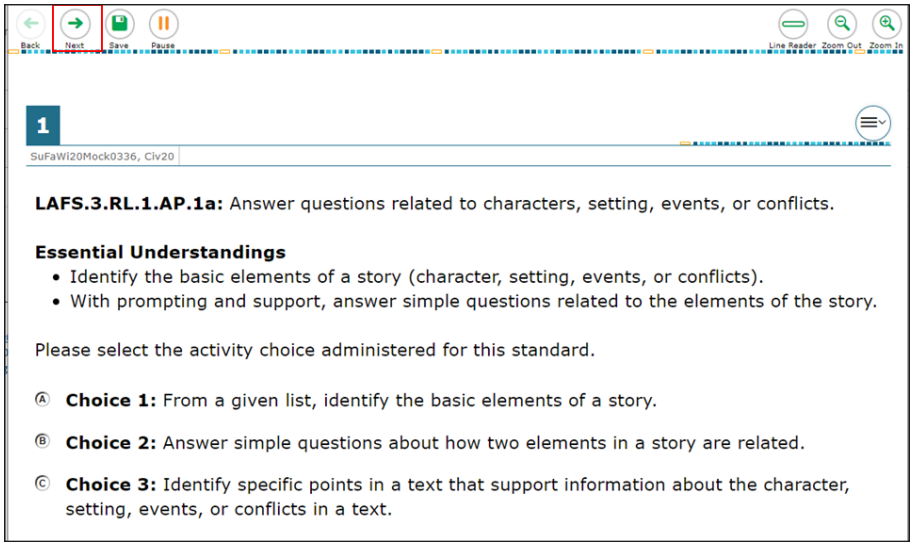
1. **Optional:** To review the test settings, select **View Test Settings**. The ***Review Test Settings*** window appears, displaying the test settings. To close the window, select **OK**.
2. **Optional:** To view the Help Guide and understand how to navigate the site and use the available test tools, select **View Help Guide**. The ***Help Guide*** window appears. To close the window, select **Back**.
3. To officially begin or resume the test, select **Begin Test Now**.

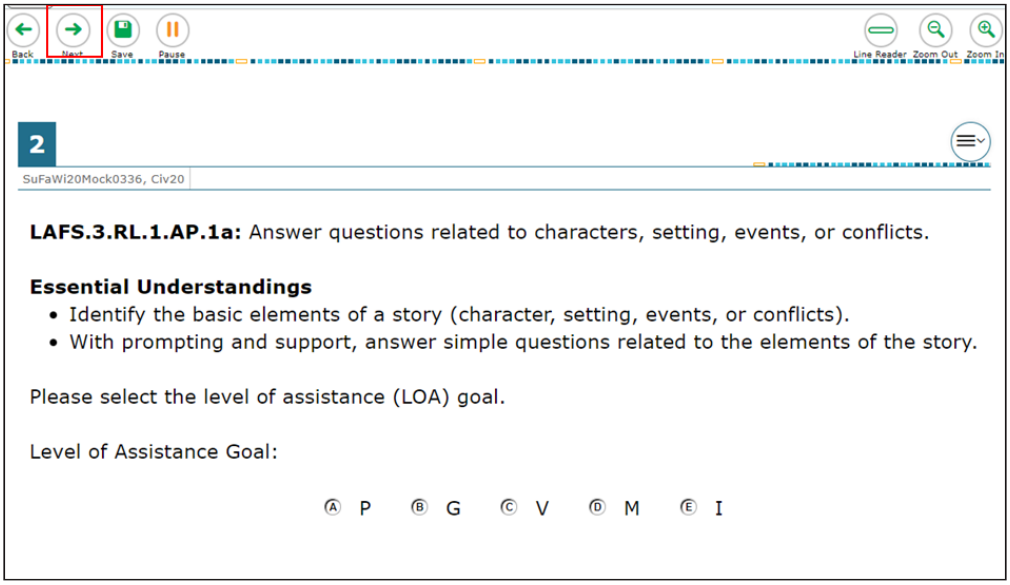


Establishing Level of Assistance (LOA) Goals and Uploading Evidence in the DEI

After selecting **Begin Test Now**, the teacher will select the activity choice and use the information recorded on the LOA Goal Setting Worksheet to input the LOA goal. Teachers will first select the activity choice for the first assessed standard.

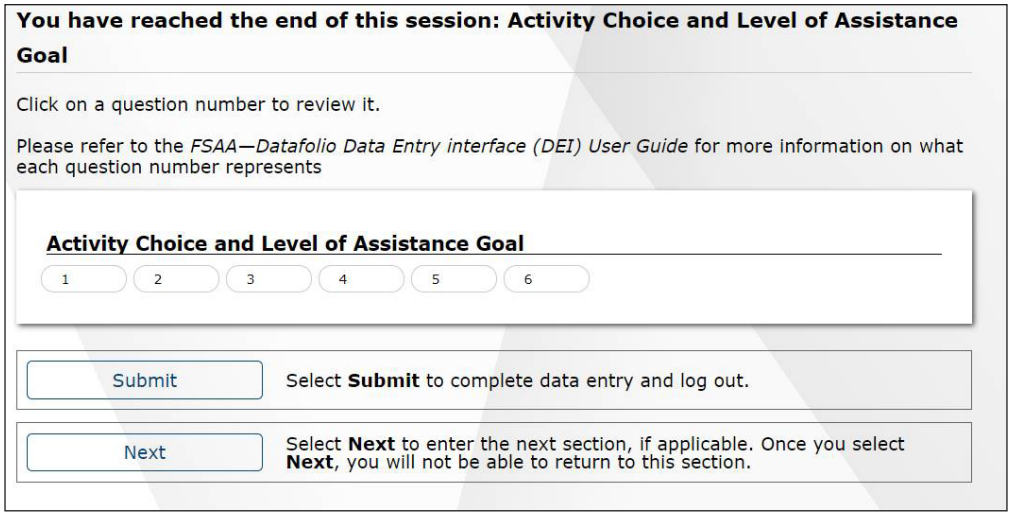
Teachers will then select **Next** to enter the level of assistance (LOA) goal for the first assessed standard.





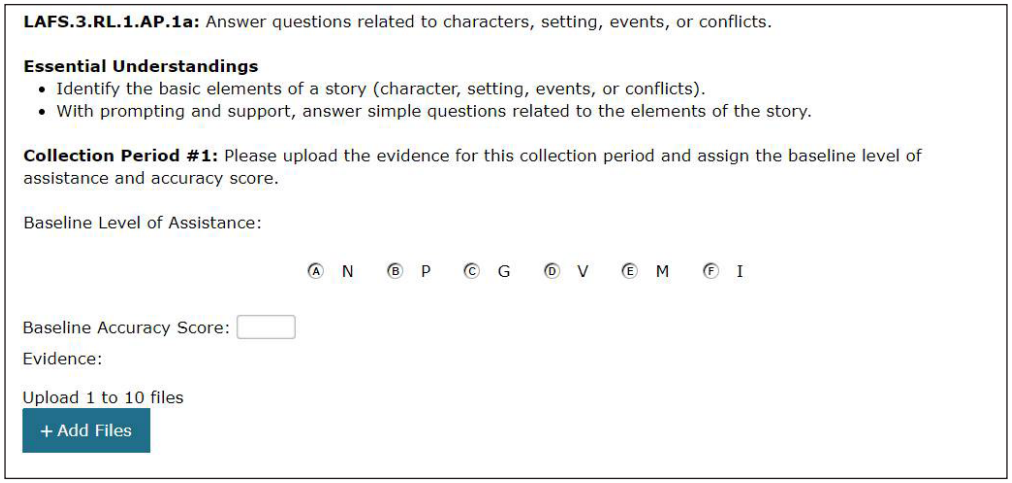
Teachers will continue to move through the pages by selecting **Next** to select the activity choice and the LOA goal for each assessed Access Point in the content area.

Teachers will then reach a Review Screen. Select **Back** or the associated question numbers to review the activity choices and LOA goals for each standard. Please see the *FSAA—Datafolio Data Entry Interface (DEI) User Guide* for more information on what each question number represents. Select **Next** on the Review Screen to begin uploading evidence for Collection Period #1.



Please note, once teachers begin uploading evidence for Collection Period #1, they will not be able to return to the activity choice or LOA goal without contacting a system administrator.

Teachers will then upload evidence for Collection Period #1.



During Collection Period #1, teachers will fill out the following information:

1. Baseline Level of Assistance: Click on the checkbox to the right of the LOA to select the LOA provided during this collection period.
2. Baseline Accuracy Score: The student's accuracy score for the collection period. Enter the score in the text box.

See Step 5 for information on how to determine the provided LOA as well as how to calculate the accuracy score.

Teachers will also upload the various pieces of evidence gathered during Collection Period #1 for the baseline administration of the activity choice selected for each standard. Please note, multiple pieces of evidence may be collected and uploaded separately.

Specific information on the process to upload files of evidence is located in the *FSAA—Datafolio Data Entry Interface (DEI) User Guide.*

When teachers complete uploading evidence for Collection Period #1, they will reach another Review Screen. Select **Back** or the associated question numbers to review the activity choices and LOA goals

for each standard. Please see the *FSAA—Datafolio Data Entry Interface (DEI)* User Guide for more information on what each question number represents.

Select **Submit** to complete Collection Period #1. Teachers will then be logged out of the DEI.

STEP 7: PROVIDE INSTRUCTION; GATHER AND UPLOAD EVIDENCE FOR COLLECTION PERIODS #2 AND #3

After the completion of all CP #1 activities, the teacher should begin incorporating explicit instructional opportunities that target the identified goals. These are not intended to be separate or exclusive of typical classroom instruction practices.

Provide Instruction

Embedded in the standards outlined in the course description, the teacher instructs the student on the FSAA—Datafolio activity choices that were selected for CP #1, providing opportunities for learning and acquisition of the skills and concepts contained within each activity choice. In addition to instructing on the activity choices, the teacher should work toward the LOA goals that were set at the end of CP #1.

Collection Periods #2 and #3

CP #2 and #3 assess the same activity choice skills and concepts as previously selected in CP #1. The evidence must be collected and documented following the same process as previously outlined (Steps 1–6).

- This evidence should assess the same activity choice as in the CP #1 evidence using a **different instructional activity**.
- The level of complexity of CP #2 and #3 evidence should be comparable to that of the CP #1 evidence.
- Evidence must be a student work product, student observation, or digital recording consisting of **at least five** and **no more than eight opportunities** that align to the selected activity choice. **For CP #2, all opportunities must be presented at the LOA goal level as determined in CP #1.**
- Assessments must be conducted within the dates specified for each collection period. Assessment dates do not include weekends, school holidays, inclement weather day cancellations, and/or teacher workdays, with the exception of students in a hospital or homebound setting.

Levels of Assistance (LOAs) at CP #2 and CP #3

The LOA goal set by the teacher for the student during CP #1 determines the LOA to be provided for documenting evidence in CP #2 and CP #3. For CP #2, the evidence submitted to the datafolio for a student **must contain documentation of the student's accuracy for an activity choice at the LOA goal level as determined during CP #1**. If the LOA goal was set for an activity choice as improving the accuracy within the gestural assistance (G) level, ***all*** opportunities for CP #2 should be presented with gestural assistance (G).

Exception to Presenting Opportunities at the LOA Goal Level in CP #3

For CP #3, an exception may be made for presenting the opportunity at a decreased LOA goal level, under the following circumstance. If the student responds with 51% or greater accuracy at the LOA goal level during CP #2, the teacher may decide that in CP #3, it is more appropriate for the student to be presented with opportunities at a decreased LOA (e.g., from gestural assistance at CP #2 to verbal assistance at CP #3). It is important to note that all opportunities must be presented at the same LOA for scoring purposes. For example, it is **not permissible** to present three items at the gestural assistance (G) level and two items at the verbal assistance (V) level for a collection period. Evidence

submitted for each collection period must display **only one LOA** for the entire piece of evidence for the collection period. Submitting evidence for a collection period with more than one LOA may impact student scores on the FSAA—Datafolio.

The reason for presenting opportunities at a decreased LOA rather than at the LOA goal ***must*** be documented on the **Evidence Collection Form** (Appendix D) for CP #3 in order to ensure proper scoring. For example, the teacher may note "Opportunities for CP #3 were presented at the verbal LOA because the student achieved 80% accuracy at the gestural LOA during CP #2."

Submitting Collection Period #2 or #3 Evidence into the DEI

Once teachers have completed CP #2 or #3 and the electronic files have been created, **teachers must go into the DEI to upload files and enter the data collection requirements as described in Step 6 and in the** *FSAA—Datafolio Data Entry Interface (DEI) User Guide*.

NOTE: Evidence **must** be uploaded and submitted within the DEI. Evidence collected outside of the administration window will not be scored.

CP #2 evidence must be collected between **November 12** and **December 17, 2021,** and submitted no later than **March 11, 2022**.

CP #3 evidence must be collected between **February 28** and **March 25, 2022,** and submitted no later than **April 1, 2022**.

NOTE: The DEI will close at 11:59 p.m. (ET) on April 1, 2022. Teachers and system administrators will not be able to access the DEI after **April 1, 2022**.

STEP 8: UPLOAD THE REQUIRED FORMS AND COMPLETE THE DATAFOLIO

Required Forms

The following forms (Appendix D) are required for each student datafolio submission:

- **Ethics in Data Collection and Submission Form**: All datafolios must include this signed form. This form must be completed with signatures at the end of CP #3.
- **Digital Recording Consent Form**: This signed form must be included for any digital recording that includes the student being assessed, as well as for any other student in the media submitted. If an activity choice entry includes a digital recording and there is no signed consent form for the student being assessed and/or for other visible students, the activity choice entry will be considered unscorable. Datafolios that do not contain digital recordings do not need to include this form.

After all three collection period activities are complete and evidence has been submitted, teachers must sign and submit the **Ethics in Data Collection and Submission Form** into the DEI.

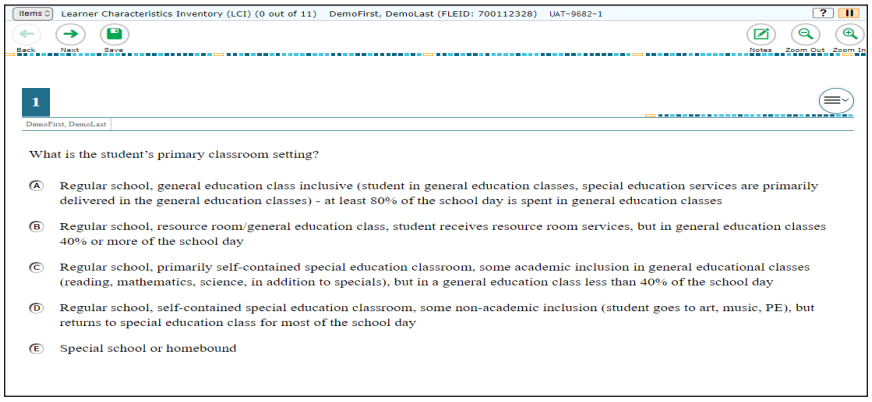
Verify that signed **Digital Recording Consent Forms** were submitted during CP #1 as required, or submit them now.

Select the Required Datafolio Forms in the ***Available Tests*** page to upload these forms, as applicable. More information on how to upload the worksheet is located in the *FSAA—Datafolio Data Entry Interface (DEI) User Guide*.

Learner Characteristics Inventory (LCI)

In addition to the tests for the assessed subjects and the required forms, the DEI includes the LCI as a separate test.

The LCI is used to collect data that is specific to your student. The data can be used as a basis to assist parents, teachers, and IEP teams in discussing and establishing both short-term and long-term goals, and to document progress over longer periods of time. The data can also provide important information about the general characteristics of students participating in the FSAA—Datafolio to inform relevant policy.



Completing the LCI

Each item has several response options. Only one option can be selected per item, and a response for each item is required.

Please refer to the *FSAA—Datafolio Data Entry Interface (DEI) User Guide* for information on how to complete the LCI.

Part 4: System Administrator (AAC and SLC) Responsibilities in the Test Information Distribution Engine (TIDE)

SYSTEM ADMINISTRATOR

NOTE: Throughout this section you will see the term system administrator. When referring to system administrators, we are targeting

- alternate assessment coordinators (AACs) and
- school level coordinators (SLCs).

Unless otherwise noted, the presented instructions apply to both AACs and SLCs.

The Test Information Distribution Engine (TIDE) stores a district's and school's student demographic information and test participation information. It provides system administrators with multiple features to add and manage users for administrative tasks associated with the FSAA—Datafolio. TIDE allows authorized users to add, view, edit, and remove district- and school-level users; add, view, edit, and remove student information; and submit test invalidations. Through the Monitoring Test Progress task, authorized users can monitor student participation and testing throughout the testing window.

When TIDE opens, each district will have the AAC of record account preloaded. The AAC may then choose to create SLC accounts to support these management tasks. AACs will have permissions and visibility for all SLC, teacher, and student data within the district to which they are assigned. SLCs will have permissions and visibility for all teacher and student data within the schools to which they are assigned.

Best Practices

- System administrators should pay attention to important dates to ensure that assessments are conducted and submitted on time. Refer to "Important Dates" on page vi.
- System administrators must request assistance from the FSAA Service Center or the Florida Department of Education (FDOE) when needed. Refer to "Contact Information" on page 44.

System Administrator Tasks in TIDE

The next few pages outlines the various tasks that system administrators will be responsible for in TIDE. For detailed information on how to complete these tasks, please refer to the *FSAA TIDE User Guide* on the FSAA Portal.

Preparing for the FSAA—Datafolio Administration

Setting Up User Accounts

AACs are responsible for creating (or delegating the creation of) accounts for users in their district and schools in TIDE in advance of Collection Period #1. AACs can begin adding users on August 16, 2021. Users will use the same account information to access TIDE and the DEI. Please refer to the *FSAA TIDE User Guide* for information on creating user accounts.

Confirming Student Information

System administrators are responsible for ensuring that the student information in TIDE is accurate and up to date before each data collection period. In order for teachers to have access to the correct assessment (e.g., Datafolio or Performance Task) and the correct tests, it is imperative that student information in TIDE is correct.

CAI will provide system administrators with a file identifying students participating in the FSAA—Datafolio administration before TIDE opens on August 16, 2021. By August 27, 2021, system administrators must do the following:

1) Review the file to verify that the demographic and school information for the students listed in the file is correct.

2) Add students, including students in grades 11 and 12, who are currently not listed to the file.

3) Identify students participating in all end-of-course assessments, ELA 1, and ELA 2.

System administrators may correct student information or enter additional students in TIDE manually or using the file layout found in the Upload Students task in TIDE. Teachers will not be able to complete the LCI or upload evidence in the DEI for a student until the student is included in TIDE.

More information on adding students, editing student information, and uploading student files can be found in the *FSAA TIDE User Guide*.

During Datafolio Collection Periods

Monitoring Test Progress

Monitoring Test Progress allows system administrators to ensure that teachers have completed the LCI and the upload of evidence for the FSAA—Datafolio administration. Users may also access a report summarizing the number and percentage of students who started or completed a test.

More information on Monitoring Test Progress can be found in the *FSAA TIDE User Guide*.

Appendix A: Additional Resources

CONTACT INFORMATION

FSAA Service Center

Cambium Assessment, Inc. (CAI) and Pearson have set up a toll-free customer service number and an email system to resolve questions regarding all aspects of the FSAA program, including—but not limited to—questions about training, administration, scoring, assessment materials, the Data Entry Interface (DEI), and reporting issues.

Trained staff, including a staff supervisor, will be available to answer calls regarding the FSAA program from 7:00 a.m. to 8:30 p.m. eastern time (ET) each school day, excluding state and federal holidays. If necessary, callers can leave messages and their calls will be returned in a timely manner—generally within one hour or less, but always within one business day.

FSAA—Datafolio Assessment and Systems (TIDE, DEI)
FSAA SERVICE CENTER Monday–Friday from 7:00 a.m. to 8:30 p.m. (ET) **Phone:** 877-655-3001 **Email:** FSAAServiceCenter@cambiumassessment.com **Chat:** https://fsaa.fsassessments.org/contact.html

Florida Department of Education Contacts

Policy and Training Questions Monday–Friday from 8:00 a.m. to 4:30 p.m. (ET)
Angela Nathaniel **Phone:** 850-245-0972 **Email:** Angela.Nathaniel@fldoe.org **Fax:** 850-245-0771
Laura Bailey **Phone:** 850-245-0722 **Email:** Laura.Bailey@fldoe.org **Fax:** 850-245-0771

FREQUENTLY ASKED QUESTIONS (FAQS)

Who makes the decision about whether a student participates in the FSAA—Performance Task or FSAA—Datafolio?

The IEP team is responsible for determining whether students with disabilities will be assessed through administration of the general statewide standardized assessment (with or without accommodations) or the FSAA based on criteria outlined in Rule 6A-1.0943(5), Florida Administration Code (F.A.C.). Once the IEP team determines the FSAA is appropriate for the student, the team reviews the FSAA—Datafolio Participation Guidelines as outlined in Step 2 of the assessment process in the *FSAA—Datafolio Teacher Resource Guide (TRG)*.

Are the questions in the "Checklist for Course of Instruction and Subsequent Assessment Participation" on pages 3–5 of the *FSAA—Datafolio Teacher Resource Guide* replacing the replacing the previous version with three questions?

Yes.

The "Checklist for Course of Instruction and Subsequent Assessment Participation" is available:

- Online at https://fsaa.fsassessments.org,
- In the *FSAA—Datafolio Teacher Resource Guide* (TRG), and
- In the *FSAA—Performance Task Test Administration Manual* (TAM).

Is there a list of standards/Access Points that are being assessed? Who selected them and/or how were they selected?

The standards assessed in the FSAA—Datafolio were chosen by FDOE content specialists from the Bureau of Curriculum and Instruction, in collaboration with vendor accessibility assessment specialists. FDOE content specialists and vendor accessibility assessment specialists reviewed the FSAA—PT blueprints for each of the grades and content areas. Based on these blueprints and the recommendation from the Alternate Assessment Technical Advisory Committee that three standards would provide appropriate coverage of the standards across the years, the FSAA—Datafolio blueprints were drafted. The rationale for selecting specific standards was to make sure that, throughout a student's school career, the student would be assessed on the major themes/domains in each content area. This method would ensure that standards selected would not only be the most concrete, but also represent building blocks/prerequisites necessary for students to transition to the FSAA—PT.

Will there be differences between grade bands (Elem/Mid/HS)?

The standards/Access Points/activity choices are specific to grades, content areas, and courses.

Are the standards selected for the FSAA—Datafolio the same standards on the FSAA—Performance Task?

Yes. The standards selected for the FSAA—Datafolio are the same as those on the FSAA—Performance Task. However, not every standard in the FSAA—Performance Task is addressed in the FSAA—Datafolio. The FSAA—Datafolio only addresses three standards and Access Points per grade and content area/course.

Is the FSAA—Datafolio anything like the "Portfolio Assessment" used about 15 years ago?

The FSAA—Datafolio is different from the "Portfolio Assessment" used in Florida in the past.

How do we compare students if all our data are different?

The FSAA—Datafolio is designed to look at individual student growth over time. A student's performance is not compared to other students but to his or her own prior performances.

How do I assess students who require full hand-over-hand assistance?

Students who require physical contact from the teacher to initiate, engage, and/or perform a task would be assessed by providing the necessary hand-over-hand assistance leading to the correct response and documenting the need for physical assistance when entering the level of assistance (LOA) score for the activity.

How do I assess "nonresponsive" students?

Students who require assistance from the teacher to initiate, engage, or perform tasks, but actively refuse or are unable to accept teacher assistance would be assessed by documenting non-engagement (N) as the LOA for the activity.

For students who currently use augmentative and alternative communication (AAC), are errorless choices allowed?

At this time, for the FSAA—Datafolio administration, all items aligned to the activity choice must have only one correct and at least one incorrect response available to the student for selection. Typical example activities include presentation of three choice responses of which only one is correct. The relative closeness of the distractors to the correct answer is determined by the teacher based on the individual student's ability.

If I am using the physical (P) LOA, is giving the student the correct answer okay?

Per the definition of physical assistance in the *FSAA—Datafolio Teacher Resource Guide*, it is expected that teachers will lead the student to the correct response.

What are "opportunities"?

For each activity choice selected, students are provided at least five unique and distinct presentations of an aligned activity to perform within a collection period. These "opportunities" to perform the task cannot be a single activity presented identically over and over. The opportunities may, however, contain activities that are the same in structure and intent but with components, details, order, graphics, and so forth, changed. Contact the FSAA Service Center if you have more specific questions regarding task/item opportunities.

Why are there five to eight opportunities (items) per activity choice? Is there a benefit to doing more than five?

It was determined that there needs to be a minimum of five opportunities (unique items) aligned to the activity choice to document adequate access to the FSAA standards content. Providing additional opportunities is suggested as a safeguard that there will be at least five that are fully aligned and evidenced correctly.

For observation evidence, does the witness need to be trained?

No training is required for the witness of observation evidence; however, he or she must be a district employee unless the student is in the hospital/homebound.

For students who are homebound or in the hospital, who can act as the witness for observations?

The parent or any adult can serve as a witness to the administration of opportunities and a student's performance.

If a teacher does not have consent for digital recordings from the parent(s)/guardian(s), does he or she just use observations and student work products for submitting student evidence?

If a teacher does not receive consent from the parent(s)/guardian(s) for the student to be included in a digital recording, then the teacher may only collect and submit student evidence via observations or actual student work products.

Do we need a digital recording release for any adults in the digital recording (e.g., other teachers, assistants)?

No additional releases/consent forms are required for adults such as other teachers or teaching assistants being captured in the digital recording. However, best practice would be to provide a notice on the door to indicate that digital recording is taking place.

The limit for digital recording is three minutes. Is that per opportunity or for all five to eight opportunities aligned to the one activity choice?

The three-minute time limit per digital recording is for all opportunities aligned to the activity choice selected. For example, if the digital recording is five minutes in length for seven opportunities, the teacher will need to edit the digital recording to cut any additional wait time or setup time.

DEFINITION OF TERMS

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

Activity Choice—The assessment activity aligned to Essential Understandings (EUs) of selected Access Point standards. For each content area or course, the teacher selects a total of three activity choices (ONE activity choice per standard) across the standards.

Alternate Assessment Coordinator (AAC)—The district-level person who serves as the liaison for alternate assessment between districts, schools, and the Florida Department of Education.

Baseline Evidence—Evidence collected during Collection Period #1 that is used to determine the level of assistance (LOA) goal for each standard being assessed.

Blueprint & Activity Choices (BAC)—The document containing the standards and activity choices for each grade level/content area/course of the FSAA—Datafolio. The *FSAA—Datafolio Blueprint & Activity Choices* document is available in Appendix B of the *FSAA—Datafolio Teacher Resource Guide.*

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

Datafolio—A component of the Florida Standards Alternate Assessment (FSAA) program designed specifically for students with the most significant cognitive disabilities who have little to no formal mode of communication. The FSAA—Datafolio consists of student work samples collected during specific time periods throughout the school year to measure student progress.

Data Entry Interface (DEI)—The online system where teachers will upload evidence for the FSAA—Datafolio.

Evidence—The documented results of the opportunities gathered during a collection period that are uploaded to the DEI. Evidence will consist of an observation, work product, or digital recording.

Level of Assistance (LOA)—The support required from the teacher to help the student engage in academic content. LOA can also be considered as the amount of assistance the student needs to meaningfully respond to a question or item. LOAs are arranged in a hierarchy of six levels, from most assistance (least independence) to least assistance (most independence):

1. *Non-Engagement (N)*—denotes active refusal of physical assistance
2. *Physical Assistance (P)*—hand-over-hand (or similar) assistance
3. *Gestural Assistance (G)*—teacher indicates desired response by gesturing
4. *Verbal Assistance (V)*—teacher communicates desired response expressively
5. *Model Assistance (M)*—teacher models how to arrive at a desired response with similar but not identical materials
6. *Independent (I)*—the student requires no additional assistance from the teacher to meaningfully select a desired response

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.

Opportunity—The chance to provide a response to a question or item presented during assessment. A minimum of five and a maximum of eight opportunities must be presented for each standard during each collection period.

Response Accommodation—An accommodation provided by the teacher to help the student access items or questions; examples include the use of assistive technology, object exchange, or stabilizing assistance. Response accommodations provide access to all response options. Level of assistance (LOA) is the amount of required assistance needed to meaningfully select desired response options.

Response Option—A potential answer to a question or item presented during an opportunity. Two to three response options must be presented for each opportunity. Only one response option may be correct; all other response options must be incorrect (distractors).

School Level Coordinator (SLC)—The person chosen by the district to help manage TIDE for a school. Responsibilities will vary by district but generally will include updating demographic information and monitoring completion of FSAA—Datafolio tasks at the school level.

System Administrator—General term for any AAC or SLC managing administrative tasks in TIDE.

Test Information Distribution Engine (TIDE)—TIDE supports system administrators throughout the testing process, from test preparation, through test administration, to post-administration. TIDE includes features to manage user and student information, order testing materials, track orders, monitor test progress, and execute administrative functions such as test resets or reopens.

Florida Standards Alternate Assessment
DATAFOLIO

Level of Assistance (LOA) Goal Setting Worksheet

Student Name: _____ FLEID: _____

Directions: Please refer to the chart below to determine the LOA goal to set for each standard.

Level of Assistance (LOA) During Baseline Collection Period	Accuracy Score	Recommended LOA Goal
Non-Engagement (N)	Less than 51%	Physical (P)
	51% or greater	
Physical (P)	Less than 51%	Physical (P) or Gestural (G)
	51% or greater	Gestural (G)
Gestural (G)	Less than 51%	Gestural (G) or Verbal (V)
	51% or greater	Verbal (V)
Verbal (V)	Less than 51%	Verbal (V) or Model (M)
	51% or greater	Model (M)
Model (M)	Less than 51%	Model (M) or Independent (I)
	51% or greater	Independent (I)
Independent (I)	Less than 51%	Independent (I)
	51% or greater	Consult with IEP team regarding the suitability of FSAA—Datafolio as the appropriate assessment for the student.

Content Area	Standard	Baseline LOA Provided (circle only one)	Baseline Accuracy (%)	LOA Goal (circle only one)
		N P G V M I		P G V M I
		N P G V M I		P G V M I
		N P G V M I		P G V M I
		N P G V M I		P G V M I
		N P G V M I		P G V M I
		N P G V M I		P G V M I
		N P G V M I		P G V M I
		N P G V M I		P G V M I
		N P G V M I		P G V M I

Florida Standards Alternate Assessment
DATAFOLIO

Alternate Assessment Coordinator Teacher Data Collection Form

School ID	School Name	Teacher First Name	Teacher Last Name	Certificate # (Username)	Email Address	Content Areas and Grade Levels (indicate all areas teacher will be assessing)
						ELA: Gr 3 4 5 6 7 8 9 (ELA 1) 10 (ELA 2) Mathematics: Gr 3 4 5 6 7 8 Science: Gr 5 8 EOC Civics: Gr 7 EOC US History: HS EOC Algebra 1: HS EOC Geometry: HS EOC Biology: HS
						ELA: Gr 3 4 5 6 7 8 9 (ELA 1) 10 (ELA 2) Mathematics: Gr 3 4 5 6 7 8 Science: Gr 5 8 EOC Civics: Gr 7 EOC US History: HS EOC Algebra 1: HS EOC Geometry: HS EOC Biology: HS
						ELA: Gr 3 4 5 6 7 8 9 (ELA 1) 10 (ELA 2) Mathematics: Gr 3 4 5 6 7 8 Science: Gr 5 8 EOC Civics: Gr 7 EOC US History: HS EOC Algebra 1: HS EOC Geometry: HS EOC Biology: HS
						ELA: Gr 3 4 5 6 7 8 9 (ELA 1) 10 (ELA 2) Mathematics: Gr 3 4 5 6 7 8 Science: Gr 5 8 EOC Civics: Gr 7 EOC US History: HS EOC Algebra 1: HS EOC Geometry: HS EOC Biology: HS

Florida Standards Alternate Assessment
DATAFOLIO

Alternate Assessment Coordinator Student Data Collection Form

School ID	School Name	Teacher Name	FLEID	Last Name	First Name	Grade	Grades and Courses (indicate all areas student will be assessed)
							ELA: Gr 3 4 5 6 7 8 9 (ELA 1) 10 (ELA 2) Mathematics: Gr 3 4 5 6 7 8 Science: Gr 5 8 EOC Civics: Gr 7 EOC US History: HS EOC Algebra 1: HS EOC Geometry: HS EOC Biology: HS
							ELA: Gr 3 4 5 6 7 8 9 (ELA 1) 10 (ELA 2) Mathematics: Gr 3 4 5 6 7 8 Science: Gr 5 8 EOC Civics: Gr 7 EOC US History: HS EOC Algebra 1: HS EOC Geometry: HS EOC Biology: HS
							ELA: Gr 3 4 5 6 7 8 9 (ELA 1) 10 (ELA 2) Mathematics: Gr 3 4 5 6 7 8 Science: Gr 5 8 EOC Civics: Gr 7 EOC US History: HS EOC Algebra 1: HS EOC Geometry: HS EOC Biology: HS
							ELA: Gr 3 4 5 6 7 8 9 (ELA 1) 10 (ELA 2) Mathematics: Gr 3 4 5 6 7 8 Science: Gr 5 8 EOC Civics: Gr 7 EOC US History: HS EOC Algebra 1: HS EOC Geometry: HS EOC Biology: HS

Appendix B: FSAA—Datafolio Blueprint & Activity Choices

Florida Standards Alternate Assessment

DATAFOLIO

Blueprint & Activity Choices

2021–2022

FSAA—Datafolio Grade 3 Blueprints

English Language Arts (ELA)			
Reporting Category	Genre	Standard Code	Number of Choices
Key Ideas and Details	Literature	LAFS.3.RL.1.1	3
Integration of Knowledge and Ideas	Informational	LAFS.3.RI.3.7	3
Language and Editing	Literature or Informational	LAFS.3.L.1.2	3

Mathematics		
Reporting Category	Standard Code	Number of Choices
Operations, Algebraic Thinking, and Number in Base Ten	MAFS.3.OA.4.8	3
Number and Operations – Fractions	MAFS.3.NF.1.1	3
Measurement, Data, and Geometry	MAFS.3.G.1.1	3

FSAA—Datafolio Grade 3 ELA

Reporting Category	Domain/ Strand	Genre	Cluster 1: Key Ideas and Details				
Key Ideas and Details	Reading Literature	Literature	STANDARD CODE	**Standard:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
			LAFS.3.RL.1.1	ACCESS POINT CODE	**Access Point Standard:** Answer questions related to characters, setting, events, or conflicts.		
					Essential Understandings	Activity Choices	Examples
				LAFS.3.RL.1.AP.1a	➢ Identify the basic elements of a story (character, setting, events, or conflicts). ➢ With prompting and support, answer simple questions related to the elements of the story.	**Choice 1:** From a given list, identify the basic elements of a story.	1. The student is presented with and read a short story and three response options. Who is the main character in the story? **Response:** will vary
						Choice 2: Answer simple questions about how two elements in a story are related.	2. The student is presented with and read a short story and three response options. Where does the character go? **Response:** will vary What does the character do? **Response:** will vary
						Choice 3: Identify specific points in a text that support information about the character, setting, events, or conflicts in a text.	3. The student is presented with and read a short story and three response options. Which sentence or picture from the text shows the character's main problem? **Response:** will vary

Reporting Category	Domain/ Strand	Genre	Cluster 3: Integration of Knowledge and Ideas				
Integration of Knowledge and Ideas	Reading Informational Text	Informational	STANDARD CODE	Standard: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			
			LAFS.3.RI.3.7	ACCESS POINT CODE	Access Point Standard: Identify information learned from illustrations and information learned from the words in an informational text.		
					Essential Understandings	Activity Choices	Examples
				LAFS.3.RI.3.AP.7b	➢ Distinguish between text and illustration (e.g., map, photograph, graphic). ➢ Identify an illustration (e.g., map, photograph, graphic). ➢ Identify sources of information presented visually. ➢ Identify which source (visual or text) provides given information. ➢ Recall information from a text feature (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**Choice 1:** Distinguish between text and illustration.	1. The student is presented with and read a short informational text with illustrations and three response options. Where is the photograph in the passage? **Response:** indicates photograph
						Choice 2: Identify an illustration.	2. The student is presented with and read a short informational text and three photographic response options. Which photograph goes with this text? **Response:** indicates photograph that matches the text
						Choice 3: Recall information from a text feature.	3. The student is presented with and read a short informational text and three response options. Where is (a particular city) on the map? **Response:** indicates (particular city)

Reporting Category	Domain/ Strand	Genre	Cluster 1: Conventions of Standard English				
Language and Editing	Language	Literature or Informational	STANDARD CODE	**Standard:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2a. Capitalize appropriate words in titles. 2b. Use commas in addresses. 2c. Use commas and quotation marks in dialogue. 2d. Form and use possessives. 2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). 2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			
			LAFS.3.L.1.2	ACCESS POINT CODE	**Access Point Standard:** Capitalize words in holidays, product names, geographic names, and appropriate words in a title.		
					Essential Understandings	Activity Choices	Examples
				LAFS.3.L.1.AP.2a	➢ **Capitalize the first word in a sentence.** ➢ **Capitalize dates.** ➢ **Capitalize names of people.** ➢ **Capitalize proper nouns.**	**Choice 1:** Capitalize the first word in a sentence.	1. The student is presented with and read a sentence and three response options. Which word needs a capital letter in the sentence? **Response:** will vary
						Choice 2: Capitalize dates.	2. The student is presented with and read a sentence and three response options. Which part of the date (day of week/month/day/year), needs to be capitalized? **Response:** indicates month and/or day of week
						Choice 3: Capitalize proper nouns.	3. The student is presented with and read a sentence and three response options. Which proper nouns need to be capitalized? **Response:** names of people, geographic names, holidays, product names

FSAA—Datafolio Grade 3 Mathematics

Reporting Category	Domain	Cluster 4: Solve problems involving the four operations, and identify and explain patterns in arithmetic.				
Operations, Algebraic Thinking, and Number in Base Ten	Operations and Algebraic Thinking	STANDARD CODE	Standard: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.			
		MAFS.3.OA.4.8	ACCESS POINT CODE	Access Point Standard: Solve and check one-step word problems using the four operations within 100.		
				Essential Understandings	Activity Choices	Examples
			MAFS.3.OA.4.AP.8a	Concrete: ➢ Match the vocabulary in a word problem to an action. ➢ Use manipulatives to model the context of the word problem. ➢ Count to find the answer.	**Choice 1:** Combine (+) with concrete objects; use counting to get the answer.	1. The student is presented with 2 apples and 1 banana and three response options. How many pieces of fruit are there? **Response:** 3
					Choice 2: Decompose (-) with concrete objects; use counting to get the answer.	2. The student is presented with a problem and three response options. If there are 3 pieces of fruit and 1 piece of fruit is eaten, how many pieces of fruit are left? **Response:** 2
					Choice 3: Match the vocabulary in a word problem to an action.	3. The student is presented with a problem and three response options. There are 3 pencils in the box. I put in 1 more. Which action did I perform (add; subtract; multiply)? **Response:** add

Reporting Category	Domain	Cluster 1: Develop understanding of fractions as numbers.				
Number and Operations – Fractions	Number and Operations – Fractions	STANDARD CODE	Standard: Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.			
		MAFS.3.NF.1.1	ACCESS POINT CODE	Access Point Standard: Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths.		
				Essential Understandings	Activity Choices	Examples
			MAFS.3.NF.1.AP.1c	Concrete: ➢ Given a model of a shape that has been divided into equal parts (2, 3, 4, or 8 parts), count the total number of equal parts (denominator). ➢ Identify the total number of equal parts as the denominator. ➢ Given the same model of a shape that has been divided into equal parts (above) with parts covered to represent a fraction, count the number of pieces covered (numerator). ➢ Identify the number of pieces covered as the numerator.	**Choice 1:** Identify the total number of equal parts.	1. The student is presented with a fraction strip divided into three equal parts and three response options. How many equal parts are there? **Response:** 3
					Choice 2: Count the number of parts selected.	2. The student is presented with and read a fraction strip with three of the four parts shaded. How many parts are shaded? **Response:** 3
					Choice 3: Given a model of a simple fraction, identify the numeric fraction.	3. The student is presented a model of a fraction and three response options. Which is the fraction shown? **Response:** the fraction

Reporting Category	Domain	Cluster 1: Reason with shapes and their attributes.			
Measurement, Data, and Geometry	Geometry	STANDARD CODE	**Standard:** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		
		MAFS.3.G.1.1	ACCESS POINT CODE	**Access Point Standard:** Identify different examples of quadrilaterals.	
				Essential Understandings	**Activity Choices**	**Examples**
			MAFS.3.G.1.AP.1b	Concrete: ➢ **Sort shapes into quadrilaterals and non-quadrilaterals.**	**Choice 1:** Match same.	1. The student is presented with an assortment of shapes to sort and asked to match squares to squares, circles to circles, etc. **Response:** squares to squares, circles to circles, etc.
					Choice 2: Sort by same and different.	2. The student is presented with an assortment of squares and circles, and asked to sort squares into one group and circles into another group. **Response:** squares sorted into one group and circles sorted into another group
					Choice 3: Identify a quadrilateral.	3. The student is presented with three shapes. Which shape has four sides? **Response:** square

FSAA—Datafolio Grade 4 Blueprints

English Language Arts (ELA)			
Reporting Category	Genre	Standard Code	Number of Choices
Key Ideas and Details	Informational	LAFS.4.RI.1.3	3
Integration of Knowledge and Ideas	Literature	LAFS.4.RL.3.7	3
Text-Based Writing	Informational	LAFS.4.W.1.2	3

Mathematics		
Reporting Category	Standard Code	Number of Choices
Operations and Algebraic Thinking	MAFS.4.OA.3.5	3
Number and Operations – Fractions	MAFS.4.NF.2.3	3
Measurement, Data, and Geometry	MAFS.4.G.1.2	2

FSAA—Datafolio Grade 4 ELA

Reporting Category	Domain/ Strand	Genre	Cluster 1: Key Ideas and Details				
Key Ideas and Details	Reading Informational Text	Informational	STANDARD CODE	Standard: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.			
			LAFS.4.RI.1.3	ACCESS POINT CODE	Access Point Standard: Identify events, procedures, ideas, or concepts in a historical, scientific, or technical text.		
					Essential Understandings	Activity Choices	Examples
				LAFS.4.RI.1.AP.3a	➢ Identify the topic (main idea, event or concept) from a text. ➢ Identify the sequence of events, procedures, or ideas in the text.	**Choice 1:** Identify the topic from a text.	1. The student is presented with and read a short informational text and three response options. What is the topic of the text? **Response:** will vary
						Choice 2: Identify the sequence of events, procedures, or ideas in a text.	2. The student is presented with and read a short informational text, containing a sequence and presented with three response options. A step is identified. What is the next step? **Response:** will vary
						Choice 3: Identify simple cause-and-effect relationships in a text.	3. The student is presented with and read a short informational text and three response options. What happened as a result of this event? Or, what did this event cause to happen? **Response:** will vary

Reporting Category	Domain/ Strand	Genre	Cluster 3: Integration of Knowledge and Ideas				
Integration of Knowledge and Ideas	Reading Literature	Literature	STANDARD CODE	Standard: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.			
			LAFS.4.RL.3.7	ACCESS POINT CODE	Access Point Standard: Make connections between the text of a story and the visual representations (as described by the teacher), referring back to text/illustrations to support answer.		
					Essential Understandings	Activity Choices	Examples
				LAFS.4.RL.3.AP.7b	➢ With prompting and support, compare a story's text with the story's illustration (e.g., What do you see in the illustration that you don't read in the text?).	**Choice 1:** Match an illustration to a story.	1. The student is presented with and read a short story with illustrations and three response options. The picture shows that (description about character from illustration). Which of these pictures matches the story? **Response:** will vary
						Choice 2: Compare a story's text with the story's illustration.	2. The student is presented with and read a short text and three response options. The teacher indicates the text says that (description of character from story). How is the character in the picture the same as or different from the character in the story? **Response:** will vary
						Choice 3: Identify the portion of the text that refers to the story's illustration.	3. The student is presented with and read a short story and three response options. Which line from the story shows what is happening in this picture? **Response:** will vary

Reporting Category	Domain/ Strand	Genre	Cluster 4: Text Types and Purposes			
Text-Based Writing	Writing	Informational	STANDARD CODE	Standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
			LAFS.4.W.1.2	ACCESS POINT CODE	Access Point Standard: Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
					Essential Understandings	Activity Choices	Examples
				LAFS.4.W.1.AP.2b	➢ Sort relevant and irrelevant information related to a given topic into the correct categories. ➢ Identify facts and details from a text related to a specified topic. ➢ Develop the topic by identifying at least one relevant fact, definition, or detail from the text.	**Choice 1:** Sort the relevant information related to a given topic.	1. The student is presented with a topic and four response options. Which of these pictures would be included in an article about this topic? **Response:** will vary
						Choice 2: Identify facts or details from a text related to a specified topic.	2. The student is presented with and read a short informational article and three response options. Which detail can be found in this article? **Response:** will vary
						Choice 3: Identify the topic from a given fact, definition, or detail.	3. The student is presented with a definition and three response options. Which topic does this definition support? **Response:** identifies the correct topic from a choice of three

FSAA—Datafolio Grade 4 Mathematics

Reporting Category	Domain	Cluster 3: Generate and analyze patterns.				
Operations and Algebraic Thinking	Operations and Algebraic Thinking	STANDARD CODE	**Standard:** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.				
		MAFS.4.OA.3.5	ACCESS POINT CODE	**Access Point Standard:** Generate a pattern when given a rule.		
				Essential Understandings	Activity Choices	Examples
			MAFS.4.OA.3.AP.5a	Concrete: ➢ **Use manipulatives to create a pattern.**	**Choice 1:** Identify a pattern.	1. The student is presented with three object displays: shape pattern, random objects, and coins. Which set shows a pattern? **Response:** shape pattern
					Choice 2: Extend a pattern using manipulatives.	2. The student is presented with the first five elements of a simple pattern. What comes next in the pattern? **Response:** will vary
					Choice 3: Model a pattern using manipulatives.	3. The student is presented with four square (S) tiles and four circular (C) tiles, and asked to create a simple pattern. **Response:** will vary

Reporting Category	Domain	Cluster 2: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.				
Number and Operations – Fractions	Number and Operations – Fractions	STANDARD CODE	**Standard:** Understand a fraction a/b with a > 1 as a sum of fractions 1/b. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.			
		MAFS.4.NF.2.3	ACCESS POINT CODE	**Access Point Standard:** Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., ¾ = ¼ + ¼ + ¼).		
				Essential Understandings	**Activity Choices**	**Examples**
			MAFS.4.NF.2.AP.3a	Concrete: ➢ **Using fraction manipulatives, model a whole and then decompose (i.e., divide) it into equal parts to create unit fractions (i.e., fractions where 1 is the numerator). For example: 1 = 1/3 + 1/3 + 1/3 or 1 = 1/4 + 1/4 + 1/4 + 1/4.** ➢ **Using fraction manipulatives, model a non-unit fraction (i.e., a fraction where 1 is not the numerator) and then decompose the fraction into unit fractions. For example: 2/3 = 1/3 + 1/3 or 3/4 = 1/4 + 1/4 + 1/4.**	**Choice 1:** Using fraction manipulatives, model a whole and then decompose (i.e., divide) it into equal parts to create a unit fraction.	1. The student is presented with a fraction manipulative representing a whole (e.g., four $\frac{1}{4}$ manipulatives placed together. How many equal parts make up the whole? **Response:** 4
					Choice 2: Using fraction manipulatives, model a non-unit fraction.	2. The student is presented with a partitioned fraction manipulative. How many parts are needed to make $\frac{3}{4}$? **Response:** 3
					Choice 3: Understand the following concepts, symbols, and vocabulary: numerator, denominator, fraction, /.	3. The student is presented with the fraction $\frac{3}{4}$ and three response options. What is the denominator of the fraction? **Response:** 4

Reporting Category	Domain	**Cluster 1:** Draw and identify lines and angles, and classify shapes by properties of their lines and angles.				
Measurement, Data, and Geometry	Geometry	STANDARD CODE	**Standard:** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.			
		MAFS.4.G.1.2	ACCESS POINT CODE	**Access Point Standard:** Identify and sort objects based on parallelism, perpendicularity, and angle type.		
				Essential Understandings	Activity Choices	Examples
			MAFS.4.G.1.AP.2a	Concrete: ➢ **Identify attributes within a two-dimensional figure (i.e., sides and angles).** ➢ **Sort manipulatives into categories:** ○ **Parallel sides** ○ **Perpendicular sides** ○ **Types of angles**	**Choice 1:** Identify attributes within a two-dimensional figure.	1. The student is presented with a rectangle and asked to identify a side of the rectangle. **Response:** a side of the rectangle
					Choice 2: Sort manipulatives into categories (parallel sides, perpendicular sides, types of angles).	2. The student is presented with three manipulatives. Which manipulative shows perpendicular sides? **Response:** perpendicular sides

FSAA—Datafolio Grade 5 Blueprints

English Language Arts (ELA)			
Reporting Category	Genre	Standard Code	Number of Choices
Key Ideas and Details	Literature	LAFS.5.RL.1.2	3
Craft and Structure	Informational	LAFS.5.RI.2.4	2
Integration of Knowledge and Ideas	Informational	LAFS.5.SL.1.2	3

Mathematics		
Reporting Category	Standard Code	Number of Choices
Operations, Algebraic Thinking, and Fractions	MAFS.5.NF.2.6	3
Number and Operations in Base Ten	MAFS.5.OA.1.2	3
Measurement, Data, and Geometry	MAFS.5.G.2.4	3

Science		
Reporting Category/ Body of Knowledge	Standard Code	Number of Choices
Nature of Science	SC.5.N.1.2	2
Physical Science	SC.5.P.10.4	3
Life Science	SC.5.L.14.1	2

FSAA—Datafolio Grade 5 ELA

Reporting Category	Domain/ Strand	Genre	Cluster 1: Key Ideas and Details				
Key Ideas and Details	Reading Literature	Literature	STANDARD CODE	**Standard:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.			
			LAFS.5.RL.1.2	ACCESS POINT CODE	**Access Point Standard:** Summarize a portion of text, such as a paragraph or a chapter.		
					Essential Understandings	Activity Choices	Examples
				LAFS.5.RL.1.AP.2a	➢ **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.** ➢ Sequence the beginning, middle, and end of a story. ➢ Identify a simple summary of a story, poem, or drama. ➢ Summarize a portion of the story.	**Choice 1:** Identify what happens in the beginning of a story.	1. The student is presented with and read a short story and three response options. What is the first thing that happens in the story? **Response:** will vary
						Choice 2: Identify what happens at the end of a story.	2. The student is presented with and read a short story and three response options. What is the last thing that happens in the story? **Response:** will vary
						Choice 3: Sequence what happens first, next, and last.	3. The student is presented with and read a short story and three response options. What happens after (event in the story)? **Response:** will vary

<table>
<tr><th>Reporting Category</th><th>Domain/ Strand</th><th>Genre</th><th colspan="4">Cluster 2: Craft and Structure</th></tr>
<tr><td rowspan="3">Craft and Structure</td><td rowspan="3">Informational Text</td><td rowspan="3">Informational</td><td>STANDARD CODE</td><td colspan="3">Standard:
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td></tr>
<tr><td rowspan="2">LAFS.5.RI.2.4</td><td>ACCESS POINT CODE</td><td colspan="3">Access Point Standard: Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td></tr>
<tr><td>LAFS.5.RI.2.AP.4b</td><td>Essential Understandings</td><td>Activity Choices</td><td>Examples</td></tr>
<tr><td colspan="3"></td><td>➢ Given definitions, match the domain-specific words or phrases to its meaning.
➢ Identify domain-specific words and phrases relevant to grade 5 topic or subject area.
➢ Define a domain-specific word by using common roots/affixes.
➢ Define a domain-specific word or phrase by using the context of the text.
➢ Define a domain-specific word using a dictionary or other resource.</td><td>Choice 1: Identify domain-specific words from content-area texts.</td><td>1. The student is presented with a content-area passage with domain-specific vocabulary. After the passage is read aloud/presented, the student will identify the newly presented word from a group of three response options.
Response: will vary</td></tr>
<tr><td colspan="3"></td><td>Choice 2: Define a domain-specific word by using the context of the text.</td><td>2. The student is presented with a content-area passage with domain-specific vocabulary. After the passage is read aloud/presented, the student will identify the definition of the word from a group of two response options.
Response: will vary</td></tr>
</table>

Reporting Category	Domain/ Strand	Genre	Cluster 1: Comprehension and Collaboration				
Integration of Knowledge and Ideas	Speaking and Listening	Informational	STANDARD CODE	Standard: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
			LAFS.5.SL.1.2	ACCESS POINT CODE	Access Point Standard: Summarize the text or a portion of the text read, read aloud, or presented in diverse media.		
					Essential Understandings	Activity Choices	Examples
				LAFS.5.SL.1.AP.2b	➢ Identify the topic of text. ➢ Identify key details of the topic in a text. ➢ Organize key details (graphic organizers, etc.).	**Choice 1:** Identify the topic of a text.	1. The student is presented with and read a short informational text and three response options. What is the topic of the text? **Response:** will vary
						Choice 2: Identify key details of the topic in a text.	2. The student is presented with and read a short informational article and three response options. Which one of these is a detail from the article? **Response:** will vary
						Choice 3: Organize key details.	3. The student is presented with a partially completed graphic organizer with one detail and three response options. Which other detail would go in the graphic organizer? **Response:** will vary

FSAA—Datafolio Grade 5 Mathematics

Reporting Category	Domain	Cluster 2: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.				
Operations, Algebraic Thinking, and Fractions	Number and Operations – Fractions	STANDARD CODE	Standard: Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.			
		MAFS.5.NF.2.6	ACCESS POINT CODE	Access Point Standard: Multiply a fraction by a whole or mixed number using visual fraction models.		
				Essential Understandings	Activity Choices	Examples
			MAFS.5.NF.2.AP.6a	Concrete: ➢ Place fraction manipulatives in groups as indicated by the whole number in a given multiplication expression (e.g., 2 x 1/3 = 2 groups of 1/3 or 3 x 1/4 = 3 groups of 1/4). ➢ Use repeated addition/skip counting to find the product (e.g., 1/3 + 1/3 = 2/3 or 1/4 + 1/4 + 1/4 = 3/4).	**Choice 1:** Use arrays to multiply a whole number by a fraction.	1. The student is presented with the expression $2 \times \frac{1}{3}$ and presented with three response options. Which picture shows $2 \times \frac{1}{3}$? **Response:** picture showing $2 \times \frac{1}{3}$
					Choice 2: Using grouped fraction manipulatives, match the model to the multiplication expression.	2. The student is presented with the multiplication expression $3 \times \frac{1}{4}$ and three response options. Which model shows $3 \times \frac{1}{4}$? **Response:** the group of three $\frac{3}{4}$
					Choice 3: Use repeated addition/skip counting to find the product.	3. The student is presented with the expression $2 \times \frac{1}{3}$ and three response options. Which equation uses addition to show $2 \times \frac{1}{3}$? **Response:** $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

Reporting Category	Domain	**Cluster 1:** Write and interpret numerical expressions.				
Number and Operations in Base 10	Operations and Algebraic Thinking	STANDARD CODE	**Standard:** Write simple expressions that record calculation with numbers and interpret numerical expressions without evaluating them.			
		MAFS.5.OA.1.2	ACCESS POINT CODE	**Access Point Standard:** Write a simple expression for a calculation.		
				Essential Understandings	Activity Choices	Examples
			MAFS.5.OA.1.AP.2a	Concrete: ➢ **Use manipulatives and a frame, jig, or template to express the calculation (i.e., "add 8 and 7").**	**Choice 1**: Use manipulatives and a frame, jig, or template to express an addition calculation.	1. The student is presented with the calculation 2 + 3 and an addition template (e.g., __ + __ = __) and asked to show the calculation using manipulatives. **Response:** 2 + 3
					Choice 2: Use manipulatives and a frame, jig, or template to express a subtraction calculation.	2. The student is presented with the calculation 4 – 3 and a subtraction template (e.g., __ - __ = __) and asked to show the calculation on the template using manipulatives. **Response:** 4 – 3
					Choice 3: Use manipulatives and a frame, jig, or template to express a multiplication calculation.	3. The student is presented with the calculation 2 x 3 and a multiplication template (e.g., graphic organizer of an array) and asked to show the calculation on the template using manipulatives. **Response:** two rows of three manipulatives

Reporting Category	Domain	**Cluster 2:** Classify two-dimensional figures into categories based on their properties.				
Measurement, Data, and Geometry	Geometry	STANDARD CODE	**Standard:** Classify two-dimensional figures in a hierarchy based on properties.			
		MAFS.5.G.2.4	ACCESS POINT CODE	**Access Point Standard:** Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.		
				Essential Understandings	**Activity Choices**	**Examples**
			MAFS.5.G.2.AP.4a	Concrete: ➢ **Use models and manipulatives to show properties of plane figures.** ➢ **Sort two-dimensional figures based upon their properties.** ➢ **Place sorted two-dimensional figures onto Venn diagram template (e.g., create a Venn diagram from hula hoops).**	**Choice 1:** Use models and manipulatives to show properties of plane figures.	1. The student is presented with a triangle with angles labeled A, B, and C. Which letter represents an angle of the triangle? **Response:** A
					Choice 2: Sort two-dimensional figures based upon their properties.	2. The student is presented with rectangles and triangles. Which of these are triangles? **Response:** the triangles
					Choice 3: Place sorted two-dimensional figures onto a Venn diagram.	3. The student is presented with a Venn diagram with one circle labeled ”four sides” and the other circle labeled ”equal sides” and the middle labeled “four sides and equal sides.” The student is also presented with the sorted rectangles, rhombi, squares, and equilateral triangles. Where do the shapes belong in the diagram? **Response:** correctly places shapes in Venn diagram

FSAA—Datafolio Grade 5 Science

Body of Knowledge	**Big Idea 1:** The Practice of Science				
Nature of Science	STANDARD CODE	**Standard:** Explain the difference between an experiment and other types of scientific investigation.			
	SC.5.N.1.2	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
		SC.5.N.1.Pa.2	➢ **Recognize that people use observation and actions to get answers to questions about the natural world.**	**Choice 1:** Identify that observations can provide answers to questions about the natural world.	1. The student is presented with and read three choices. How do we learn about stars? **Response:** View the night sky with a telescope.
				Choice 2: Identify actions that can provide answers to questions about the natural world.	2. The student is presented with and read three choices. What is one action to take to learn about plants? **Response:** Use a ruler to measure the length of a leaf.

Body of Knowledge	Big Idea 10: Forms of Energy				
Physical Science	STANDARD CODE	Standard: Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.			
	SC.5.P.10.4	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
		SC.5.P.10.Pa.4	➢ **Identify one source of sound, heat, or light that uses electricity.**	**Choice 1:** Identify a source of sound that uses electricity.	1. The student is presented with and read three choices. Which object uses electricity to produce sound? **Response:** alarm clock
				Choice 2: Identify a source of heat that uses electricity.	2. The student is presented with and read three choices. Which object uses electricity to produce heat? **Response:** stove
				Choice 3: Identify a source of light that uses electricity.	3. The student is presented with and read three choices. Which object uses electricity to produce light? **Response:** lamp

Body of Knowledge	**Big Idea 14:** Organization and Development of Living Organisms				
Life Science	STANDARD CODE	**Standard:** Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.			
	SC.5.L.14.1	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
		SC.5.L.14.Pa.1	➢ **Recognize body parts related to movement and the five senses.**	**Choice 1:** Identify a body part related to movement.	1. The student is presented with and read three choices. What part of the body is used to walk? **Response:** legs
				Choice 2: Identify body parts related to the five senses.	2. The student is presented with and read three choices. What body part is used to hear? **Response:** ear

FSAA—Datafolio Grade 6 Blueprints

English Language Arts (ELA)			
Reporting Category	Genre	Standard Code	Number of Choices
Key Ideas and Details	Informational	LAFS.6.RI.1.3	2
Craft and Structure	Literature	LAFS.6.L.3.4	3
Integration of Knowledge and Ideas	Literature	LASF.6.RL.3.9	2

Mathematics		
Reporting Category	Standard Code	Number of Choices
Expressions and Equations	MAFS.6.EE.1.4	3
Geometry	MAFS.6.G.1.1	3
Statistics and Probability	MAFS.6.SP.1.2	2

FSAA—Datafolio Grade 6 ELA

Reporting Category	Domain/ Strand	Genre	Cluster 1: Key Ideas and Details				
Key Ideas and Details	Reading Informational Text	Informational	STANDARD CODE	Standard: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			
			LAFS.6.RI.1.3	ACCESS POINT CODE	Access Point Standard: Identify key individuals, events, or ideas in a text.		
					Essential Understandings	Activity Choices	Examples
				LAFS.6.RI.1.AP.3a	➢ Identify important people, events, or ideas in the text. ➢ Identify a description of an event or individual in a text.	Choice 1: Identify important people, events, or ideas in a text.	1. The student is presented with and read a short story and three response options. Who is an important person in this story? Response: will vary
						Choice 2: Identify a description of an event or individual in a text.	2. The student is presented with and read a short story and three response options. Which section from the story shows what happened? Response: will vary

Reporting Category	Domain/ Strand	Genre	Cluster 3: Vocabulary				
Craft and Structure	Language	Literature	STANDARD CODE	**Standard:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
			LAFS.6.L.3.4	ACCESS POINT CODE	**Access Point Standard:** Find the precise meaning of a word.		
					Essential Understandings	Activity Choices	Examples
				LAFS.6.L.3.AP.4f	➢ **Sort a given list of words into alphabetical order.** ➢ **Identify the definition when presented with the entire listing of a word from a dictionary.** ➢ **Identify the part of speech of a word when presented with the entire listing of a word from a dictionary.** ➢ Use the context to help decide which definition (from a list of definitions) is the most appropriate choice. ➢ Consult a dictionary (print or digital) to clarify precise meaning.	**Choice 1:** Sort a given list of words into alphabetical order.	1. The student is presented with and read a word and three response options. Which word comes next in alphabetical order? **Response:** will vary
						Choice 2: Identify the definition when presented with the entire listing of a word from a dictionary.	2. The student is presented with and read a sentence with an underlined or highlighted word and three response options. Which is the best definition of this word based on the way it is used in this sentence? **Response:** will vary
						Choice 3: Identify the part of speech of a word when presented with the entire listing of the word from a dictionary.	3. The student is presented with three words with definitions including the part of speech. Which word is a noun? **Response:** will vary

Reporting Category	Domain/ Strand	Genre	Cluster 3: Integration of Knowledge and Ideas				
Integration of Knowledge and Ideas	Reading Literature	Literature	STANDARD CODE	Standard: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels, and fantasy stories) in terms of their approaches to similar themes and topics.			
			LAFS.6.RL.3.9	ACCESS POINT CODE	Access Point Standard: Compare texts from different genres that have a similar theme or address the same topic.		
					Essential Understandings	Activity Choices	Examples
				LAFS.6.RL.3.AP.9a	➢ Identify the theme or topic of a written story. ➢ Identify similarities between two texts on the same topic.	**Choice 1:** Identify the theme or topic of different texts.	1. The student is presented with and read a short historical story and three response options. This historical story is mainly about which topic? **Response:** a girl who lived during the Civil War
						Choice 2: Identify similarities between two texts on the same topic.	2. The student is presented with and read a short story and a poem and three response options. What is one way this story is similar to the poem? **Response:** The poem and the story both show how brave the main characters were.

FSAA—Datafolio Grade 6 Mathematics

<table>
<tr><th>Reporting Category</th><th>Domain</th><th colspan="4">Cluster 1: Apply and extend previous understandings of arithmetic to algebraic expressions.</th></tr>
<tr><td rowspan="5">Expressions and Equations</td><td rowspan="5">Expressions and Equations</td><td>STANDARD CODE</td><td colspan="4">Standard: Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.</td></tr>
<tr><td rowspan="4">MAFS.6.EE.1.4</td><td>ACCESS POINT CODE</td><td colspan="3">Access Point Standard: Evaluate whether sides of an equation are equal using models.</td></tr>
<tr><td>Essential Understandings</td><td>Activity Choices</td><td colspan="2">Examples</td></tr>
<tr><td rowspan="3">MAFS.6.EE.1.AP.4a</td><td rowspan="3">Concrete:
➢ Use objects to determine if both sides of an equation are equal.
➢ Use visual representations to determine if both sides of an equation are equal.
➢ Match both sides of an equation to a given set.</td><td>Choice 1: Use objects to determine if both sides of an equation are equal.</td><td>1. The student is presented three equations modeled with manipulatives. Which of these equations is true?
Response: will vary</td></tr>
<tr><td>Choice 2: Use visual representations to determine if both sides of an equation are equal.</td><td>2. The student is presented with three symbolic equations as response options. Which of these equations is true?
Response: will vary</td></tr>
<tr><td>Choice 3: Match both sides of an equation to a given set.</td><td>3. The student is presented with numeric and symbolic equations to match, such as $3+2=4+1$ to ●●●●●=●●●●● or 5 = 5.</td></tr>
</table>

Reporting Category	Domain	Cluster 1: Solve real-world and mathematical problems involving area, surface area, and volume.				
Geometry	Geometry	STANDARD CODE	Standard: Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.			
		MAFS.6.G.1.1	ACCESS POINT CODE	Access Point Standard: Find the area of quadrilaterals using models.		
				Essential Understandings	Activity Choices	Examples
			MAFS.6.G.1.AP.1c	Concrete: ➢ Use square tiles to cover a rectangle. ➢ Count the number of tiles to determine the area.	Choice 1: Use square tiles to cover a rectangle.	1. The student is presented with a limited number of square tiles and asked to cover a rectangular area without any gaps or overlapping parts. Response: will vary
					Choice 2: Student shows an understanding that each square tile is equal to one square unit and can be used to measure area.	2. The student is presented with a circle and a square and three response options. Which shape can be used to measure the area of a rectangle? Response: square
					Choice 3: Count the number of square tiles to determine the area.	3. The student is presented with a 2 x 3 rectangle covered completely with square tiles and three response options. How many tiles cover the rectangle? Response: 6

<table>
<tr><td>Reporting Category</td><td>Domain</td><td colspan="4">Cluster 1: Develop understanding of statistical variability.</td></tr>
<tr><td rowspan="4">Statistics and Probability</td><td rowspan="4">Statistics and Probability</td><td>STANDARD CODE</td><td colspan="3">Standard: Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</td></tr>
<tr><td rowspan="3">MAFS.6.SP.1.2</td><td>ACCESS POINT CODE</td><td colspan="3">Access Point Standard: Find the range of a given data set.</td></tr>
<tr><td>Essential Understandings</td><td>Activity Choices</td><td>Examples</td></tr>
<tr><td>MAFS.6.SP.1.AP.2a</td><td>Concrete:
➢ Add responses to a number line.
➢ Identify the smallest number and the largest number in the range.</td><td>Choice 1: Add responses to a number line plot.</td><td>1. The student is presented with data displayed on a number line plot. One additional data element is given. Where should an additional mark be placed for this data?
Response: Student identifies the correct placement of the mark.</td></tr>
<tr><td></td><td></td><td>Choice 2: Identify the smallest number and/or the largest number in a range.</td><td>2. The student is presented with a data set of three numbers [1, 2, 3] and three response options. What is the largest in the set?
Response: 3</td></tr>
</table>

FSAA—Datafolio Grade 7 Blueprints

English Language Arts (ELA)			
Reporting Category	Genre	Standard Code	Number of Choices
Key Ideas and Details	Literature	LAFS.7.RL.1.1	3
Craft and Structure	Informational	LAFS.7.L.3.4	2–3
Language and Editing	Literature or Informational	LAFS.7.L.1.2	3

Mathematics		
Reporting Category	Standard Code	Number of Choices
Expressions and Equations	MAFS.7.EE.2.3	3
Geometry	MAFS.7.G.2.6	3
Statistics and Probability	MAFS.7.SP.3.8	3

FSAA—Datafolio Grade 7 ELA

Reporting Category	Domain/ Strand	Genre	Cluster 1: Key Ideas and Details				
Key Ideas and Details	Reading Literature	Literature	STANDARD CODE	Standard: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
			LAFS.7.RL.1.1	ACCESS POINT CODE	Access Point Standard: Refer to details and examples in a text when explaining what the text says explicitly.		
					Essential Understandings	Activity Choices	Examples
				LAFS.7.RL.1.AP.1a	➢ Identify a detail or example in a text. ➢ Explain what a text says explicitly.	**Choice 1:** Identify a detail or example in a text.	1. The student is presented with and read a short story and three response options. Which is an important detail from the story? **Response:** will vary
						Choice 2: Explain what a text says explicitly.	2. The student is presented with and read a short story and three response options. What happens to the main character in the beginning of the story? **Response:** will vary
						Choice 3: Identify which idea is being supported in the text.	3. The student is presented with and read a short story and three response options. Which idea from the story does this detail best support? **Response:** will vary

Reporting Category	Domain/ Strand	Genre	Cluster 3: Vocabulary Acquisition and Use				
Craft and Structure	Language	Informational	STANDARD CODE	**Standard:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).			
			LAFS.7.L.3.4	ACCESS POINT CODE	**Access Point Standard:** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to determine the meaning of grade-appropriate words or phrases.		
					Essential Understandings	**Activity Choices**	**Examples**
				LAFS.7.L.3.AP.4a	➢ **Recall the meaning of frequently used nouns.** ➢ **Identify multiple meaning words up to two grade levels below the student's grade level.** ➢ **Identify the context in which the unknown word is being used by looking at the text before and after it.** ➢ List the possible meanings of an unknown word by using the context (words surrounding the unknown word). ➢ Use a dictionary to verify the meaning guessed by using the surrounding words.	**Choice 1:** Recall the meaning of frequently used nouns.	1. The student is presented with and read a word and three response options. What is the best definition of this noun? **Response:** will vary
						Choice 2: Identify multiple-meaning words.	2. The student is presented with and read two sentences with a missing word and three response options. Which word fits in both sentences? **Response:** will vary
						Choice 3: Identify the context in which an unknown word is being used by looking at the text before and after it.	3. The student is presented with and read a sentence and three response options. Which words in the sentence help explain the meaning of the word "accomplish?" **Response:** will vary

Reporting Category	Domain/ Strand	Genre	Cluster 1: Conventions of Standard English			
Language and Editing	Language	Literature or Informational	STANDARD CODE	**Standard:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). 2b. Spell correctly.		
			LAFS.7.L.1.2	ACCESS POINT CODE	**Access Point Standard:** Spell words correctly in writing.	
					Essential Understandings	**Activity Choices**	**Examples**
				LAFS.7.L.1.AP.2b	➢ **Use spelling features typically representative of Letter Name spellers (beginning consonants, ending consonants, preconsonantal nasals, medial vowels, affricates).** ➢ **Use spelling features typically representative of Within Word spellers (long vowel patterns (e.g., ai, ue, oa, ee), long vowel patterns with silent e marker, ambiguous vowel patterns (e.g., ou, ow, oi), r-controlled vowels, etc.).** ➢ **Use spelling features typically representative of Syllables and Affixes spellers (e.g., open/closed syllables, doubling, etc.).**	**Choice 1:** Use spelling features typically representative of Letter Name spellers.	1. The teacher says (a word) out loud or presents an actual item that represents that word, and the student spells the word using manipulative letters or assistive technology. **Response:** will vary The teacher may also present individual Braille or large-print letter flash cards and have the student arrange the letter flash cards to spell the word.
						Choice 2: Use spelling features typically representative of Within Word spellers.	2. The teacher says (a word) out loud, and the student spells the word using manipulative letters or assistive technology. **Response:** will vary The teacher may also present individual Braille or large-print letter flash cards and have the student arrange the letter flash cards to spell the word.
						Choice 3: Use spelling features typically representative of Syllables and Affixes spellers.	3. The teacher says (a word) out loud, and the student spells the word using manipulative letters or assistive technology. **Response:** will vary The teacher may also present individual Braille or large-print letter flash cards and have the student arrange the letter flash cards to spell the word.

FSAA—Datafolio Grade 7 Mathematics

<table>
<tr><th>Reporting Category</th><th>Domain</th><th colspan="4">Cluster 2: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</th></tr>
<tr><td rowspan="3">Expressions and Equations</td><td rowspan="3">Expressions and Equations</td><td>STANDARD CODE</td><td colspan="3">Standard: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</td></tr>
<tr><td rowspan="2">MAFS.7.EE.2.3</td><td>ACCESS POINT CODE</td><td colspan="3">Access Point Standard: Solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions, and decimals).</td></tr>
<tr><td>MAFS.7.EE.2.AP.3a</td><td>Essential Understandings</td><td>Activity Choices</td><td>Examples</td></tr>
<tr><td colspan="2"></td><td>Concrete:
➢ Demonstrate operations using manipulatives when presented with common language (altogether, left over, sum, etc.).
➢ Create an array of objects into groups to model the role of equal groups in a multiplication or division situation.
➢ Given a set number of manipulatives, distribute them evenly to create a deficit (e.g., given 10 markers, distribute 1 each to 15 students) .
➢ Given a set number of manipulatives, distribute them evenly to create a fraction (e.g., given 10 pieces of chalk distribute ½ piece to 20 students).</td><td>Choice 1: Demonstrate operations using manipulatives when presented with common language (altogether, left over, sum, etc.).</td><td>1. The student is presented with 2 blocks and then given 2 more blocks. How many blocks are 2 blocks and 2 blocks altogether?
Response: 4</td></tr>
<tr><td colspan="2"></td><td></td><td>Choice 2: Create an array of objects into groups to model the role of equal groups in a multiplication or division situation.</td><td>2. The student is presented with 6 blocks and response options of three different arrays. Which array models the multiplication fact 3×2 ?
Response: 3 rows of 2 blocks</td></tr>
<tr><td colspan="2"></td><td></td><td>Choice 3: Given a set number of manipulatives, distribute them evenly to create a deficit.</td><td>3. The student is presented with 3 markers and three response options. Give 1 marker to each of 5 students.
Response: There are not enough markers; I need two more.</td></tr>
</table>

Reporting Category	Domain	Cluster 2: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.				
Geometry	Geometry	STANDARD CODE	Standard: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.			
		MAFS.7.G.2.6	ACCESS POINT CODE	Access Point Standard: Add the area of each face of a prism to find the surface area of three-dimensional objects.		
				Essential Understandings	Activity Choices	Examples
			MAFS.7.G.2.AP.6a	Concrete: ➢ **Demonstrate an understanding of the concept of the surface area.** ➢ **Recognize that surface area is found by adding up the individual areas of each face.** ➢ Add whole numbers using appropriate tools, as needed. ➢ **Understand two- and three-dimensional dimensionality (two-dimensional is space covered, three-dimensional is the space within).**	**Choice 1:** Use manipulatives to find the area of a face of a shape.	1. The student is presented with a printed picture of a shape and given manipulative squares. How many blocks can fit in the face of the rectangle? **Response:** will vary
					Choice 2: Identify the number of faces of a three-dimensional figure.	2. The student is presented with a three-dimensional figure. How many faces does this figure have? **Response:** will vary
					Choice 3: Differentiate between a two-dimensional figure and a three-dimensional figure.	3. The student is presented with the manipulative of a cube, a square, and a rectangle. Which of these is a three-dimensional figure? **Response:** cube

<table>
<tr><td>Reporting Category</td><td>Domain</td><td colspan="4">Cluster 3: Investigate chance processes and develop, use, and evaluate probability models.</td></tr>
<tr><td rowspan="3">Statistics and Probability</td><td rowspan="3">Statistics and Probability</td><td>STANDARD CODE</td><td colspan="3">Standard: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
b. Represent sample spaces for compound events using methods such as organized lists, tables, and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.
c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</td></tr>
<tr><td rowspan="2">MAFS.7.SP.3.8</td><td>ACCESS POINT CODE</td><td colspan="3">Access Point Standard: Use tree diagrams, frequency tables, organized lists, and/or simulations to collect data from a two-step simulation of compound events (using two coins and/or two dice).</td></tr>
<tr><td>MAFS.7.SP.3.AP.8b</td><td>Essential Understandings
Concrete:
➢ Use items like coins to determine the probability of an outcome (1/2 heads).
➢ Using manipulatives and a chart to capture the outcomes of coin flips or dice rolls.</td><td>Activity Choices
Choice 1: Use items such as coins to determine the probability of an outcome (1/2 heads).

Choice 2: Use manipulatives and a chart to capture the outcomes of coin flips or dice rolls.

Choice 3: Express probability as a percent or a fraction.</td><td>Examples
1. The student is presented with a spinner with a circle half shaded and three response options. What is the probability of the arrow landing on the shaded part?
Response: 1 in 2

2. The student is presented with a spinner with a circle half shaded and is told there is a 1 in 2 chance that the arrow will land on the shaded part. The spinner is then spun 4 or 6 times to determine the actual outcome. The student records the outcome on a chart.
Response: will vary

3. The student is presented with a spinner divided into 2 equal sections and three response options. What is the probability of the spinner landing on the gray section of the spinner?
Response: $\frac{1}{2}$</td></tr>
</table>

FSAA—Datafolio Grade 8 Blueprints

ELA			
Reporting Category	Genre	Standard Code	Number of Choices
Key Ideas and Details	Informational	LAFS.8.RI.1.2	3
Craft and Structure	Literature	LAFS.8.L.3.5	3
Text-Based Writing	Informational	LAFS.8.W.1.1	3

Mathematics		
Reporting Category	Standard Code	Number of Choices
Functions	MAFS.8.F.1.3	2
Geometry	MAFS.8.G.1.4	3
Statistics and Probability and the Number System	MAFS.8.SP.1.4	2

Science		
Reporting Category/ Body of Knowledge	Standard Code	Number of Choices
Nature of Science	SC.8.N.4.2	3
Physical Science	SC.8.P.8.4	3
Life Science	SC.8.L.18.1	2

FSAA—Datafolio Grade 8 ELA

Reporting Category	Domain/ Strand	Genre	Cluster 1: Key Ideas and Details				
Key Ideas and Details	Reading Informational Text	Informational	STANDARD CODE	Standard: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
			LAFS.8.RI.1.2	ACCESS POINT CODE	Access Point Standard: Provide/create an objective summary of a text.		
					Essential Understandings	Activity Choices	Examples
				LAFS.8.RI.1.AP.2c	➢ **Identify the main idea of a text.** ➢ **Identify key details related to the main idea of a text.** ➢ Identify how key details support the main idea. ➢ **Identify a factual summary/statement about the text.**	**Choice 1:** Identify the main idea of a text.	1. The student is presented with and read a short informational text and three response options. What is this article mainly about? **Response:** will vary
						Choice 2: Identify key details related to the main idea of a text.	2. The student is presented with and read a short informational text and three response options. Which details are connected to the main idea of the article? (Main idea may be stated for the student.) **Response:** will vary
						Choice 3: Identify a factual summary/ statement about a text.	3. The student is presented with and read a short informational text and three response options. Which of these is a factual statement from the article? **Response:** will vary

Reporting Category	Domain/ Strand	Genre	Cluster 3: Vocabulary Acquisition and Use			
Craft and Structure	Language	Literature	STANDARD CODE	**Standard:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5a. Interpret figures of speech (e.g., verbal irony, puns) in context. 5b. Use the relationship between particular words to better understand each of the words. 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		
			LAFS.8.L.3.5	ACCESS POINT CODE	**Access Point Standard:** Use the relationship between particular words to better understand each of the words.	
					Essential Understandings	**Activity Choices**	**Examples**
				LAFS.8.L.3.AP.5c	➢ **For a given pair of words, determine the relationship between the words (e.g., cause/effect, part/whole, category).**	**Choice 1:** For a given pair of words, determine the relationship between the words.	1. The student is presented with and read a sentence constructed with word/picture cards. The student sorts words into two groups based on whether the word shows a cause or an effect. For example, given the sentence "Bill fell because he was running too fast," the student would categorize the words "Bill fell" as an effect and "he was running too fast" as a cause. **Response:** will vary
						Choice 2: Sort words into appropriate categories to show the relationship between the words.	2. The student is presented with and read three word/picture cards and two response option category cards. Which words belong together to describe the main character/a particular object? (Student matches the words to the character/object they describe.) **Response:** will vary
						Choice 3: Identify a word that is related to a given word and similar in definition and meaning.	3. The student is presented with and read three word/picture cards. Which word from this list is most similar to the word (a word) in meaning? **Response:** will vary

Reporting Category	Domain/ Strand	Genre	Cluster 1: Comprehension and Collaboration				
Text-based Writing	Writing	Informational	STANDARD CODE	**Standard:** Write arguments to support claims with clear reasons and relevant evidence. 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 1d. Establish and maintain a formal style. 1e. Provide a concluding statement or section that follows from and supports the argument presented.			
			LAFS.8.W.1.1	ACCESS POINT CODE	**Access Point Standard:** Create an organizational structure in which ideas are logically grouped to support the writer's claim.		
					Essential Understandings	**Activity Choices**	**Examples**
				LAFS.8.W.1.AP.1b	➢ **Given a writer's claims, identify the writer's perspective on the topic (e.g., pro or con).** ➢ **Identify a reason/evidence that supports a claim within a persuasive text.** ➢ Develop a list of ideas that support a claim. ➢ **Group the ideas into categories that link to the claim.**	**Choice 1:** Given a writer's claims, identify the writer's perspective on the topic.	1. The student is presented with and read an article and three response options. Based on the claims in the text, what is the writer's perspective? Texts should be informational articles with a clear persuasive angle on a science or social science topic. **Response:** will vary
						Choice 2: Identify a reason or evidence that supports a claim within a persuasive text.	2. The student is presented with and read a persuasive text and three response options. Which of these provides specific evidence for the author's claim? (Author's claim is provided to the student.) **Response:** will vary
						Choice 3: Group ideas into categories that link to a claim.	3. The student is presented with and read a persuasive text and three response options. List one fact in the pro category and one fact in the con category. **Response:** will vary

FSAA—Datafolio Grade 8 Mathematics

Reporting Category	Domain	Cluster 1: Define, evaluate, and compare functions.				
Functions	Functions	STANDARD CODE	Standard: Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1, 1), (2, 4), and (3, 9), which are not on a straight line.			
		MAFS.8.F.1.3	ACCESS POINT CODE	Access Point Standard: Identify graphed functions as linear or not linear.		
				Essential Understandings	Activity Choices	Examples
			MAFS.8.F.1.AP.3a	Concrete: ➢ Identify a linear function on a graph as one that forms a straight line. ➢ Identify a non-linear function on a graph as one that does not make a straight line.	**Choice 1:** Identify a linear function on a graph as one that forms a straight line.	1. The student is presented with and read three graphs as response options. Which graph represents a linear function? **Response:** linear function
					Choice 2: Identify a nonlinear function on a graph as one that does not make a straight line.	2. The student is presented with and read three graphs as response options. Which graph represents a nonlinear function? **Response:** nonlinear function

Reporting Category	Domain	Cluster 1: Understand congruence and similarity using physical models, transparencies, or geometry software.				
Geometry	Geometry	STANDARD CODE	Standard: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.			
		MAFS.8.G.1.4	ACCESS POINT CODE	Access Point Standard: Compare area and volume of similar figures.		
				Essential Understandings	Activity Choices	Examples
			MAFS.8.G.1.AP.4c	Concrete: ➢ **Recognize how the space inside a figure increases when the sides are lengthened.** ➢ Multiply whole numbers, fractions, and decimals in order to compare area and volume. ➢ **Use graph paper to count the area inside of a figure and use the area to compare the sizes of the figures.** ➢ **Use cubes to count the volume of a figure and use the volume to compare the sizes of the figures.**	**Choice 1:** Use graph paper to count the area inside of a figure.	1. The student is presented with a drawing of a rectangle on graph paper and three response options. How many squares are inside the rectangle? **Response:** will vary
					Choice 2: Recognize how the space inside a figure increases when the sides are lengthened.	2. The student is presented with a drawing of a rectangle on graph paper and shown the side lengths and the area of the rectangle and three response options. The rectangle is then extended on one side. How did the rectangle change? **Response:** It is larger.
					Choice 3: Use cubes to count the volume of two figures and use the volume to compare the sizes of the figures.	3. The student is presented with unit cubes and two figures. Which figure holds more cubes? **Response:** will vary

<table>
<tr><th>Reporting Category</th><th>Domain</th><th colspan="4">Cluster 1: Investigate patterns of association in bivariate data.</th></tr>
<tr><td rowspan="3">Statistics and Probability and the Number System</td><td rowspan="3">Statistics and Probability</td><td>STANDARD CODE</td><td colspan="4">Standard: Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</td></tr>
<tr><td rowspan="2">MAFS.8.SP.1.4</td><td>ACCESS POINT CODE</td><td colspan="3">Access Point Standard: Analyze displays of bivariate data to develop or select appropriate claims about those data.</td></tr>
<tr><td>MAFS.8.SP.1.AP.4a</td><td>Concrete:
➢ Identify a similar distribution when given a choice of three (e.g., when shown a normal distribution, can select a second example of a normal distribution from three choices).
➢ Identify the appropriate statement when given a relationship between two variables (may use graphic supports such as highlighted transparency of an association).</td><td>Choice 1: Identify a similar distribution when given a choice of three.</td><td>1. The student is presented with and read a graph with a normal distribution and three graph response options. Which graph shows another example of a normal distribution?
Response: normal distribution</td></tr>
<tr><td colspan="2"></td><td>Choice 2: Identify the appropriate statement when given a relationship between two variables. Display two sets of data in a two-way table.</td><td>2. The student is presented with a completed table and two response options. Do more male students like Math or Art?
<table><tr><th>Gender</th><th>Math</th><th>Art</th><th>Total</th></tr><tr><td>Male</td><td>3</td><td>2</td><td>5</td></tr><tr><td>Female</td><td>4</td><td>1</td><td>5</td></tr></table>Response: Math</td></tr>
</table>

FSAA—Datafolio Grade 8 Science

Body of Knowledge	**Big Idea 4:** Science and Society				
Nature of Science	STANDARD CODE	**Standard:** Explain how political, social, and economic concerns can affect science, and vice versa.			
	SC.8.N.4.2	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
		SC.8.N.4.Pa.1	➢ **Recognize a way science is used in the community.**	**Choice 1:** Identify science that helps maintain health.	1. The student is presented with and read three choices. What is one way science is used to keep people healthy in the community? **Response:** a doctor fixing a broken bone
				Choice 2: Identify science that helps address pollution.	2. The student is presented with and read three choices. What is one way science is used to take care of pollution in the community? **Response:** recycling
				Choice 3: Match a person who uses science with the way the person uses it in the community.	3. The student is presented with a person from the community (e.g., veterinarian) and read three choices. **Response:** matches "veterinarian" to "cares for animals"

Body of Knowledge	Big Idea 8: Properties of Matter				
Physical Science	STANDARD CODE	**Standard:** Classify and compare substances on the basis of characteristic physical properties that can be demonstrated or measured; for example, density, thermal or electrical conductivity, solubility, magnetic properties, melting and boiling points, and know that these properties are independent of the amount of the sample.			
	SC.8.P.8.4	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
		SC.8.P.8.Pa.3	➢ **Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold).**	**Choice 1:** Identify a substance by weight.	1. The student is presented with and read three choices. Which object is heavier than a piece of paper? **Response:** rock
				Choice 2: Identify a substance by size.	2. The student is presented with and read three choices. Which object is smaller than a chair? **Response:** penny
				Choice 3: Identify a substance by temperature.	3. The student is presented with and read three choices. Which substance is cold? **Response:** Ice is cold.

Body of Knowledge	**Big Idea 18:** Matter and Energy Transformations				
	STANDARD CODE	**Standard:** Describe and investigate the process of photosynthesis, such as the roles of light, carbon dioxide, water and chlorophyll; production of food; and release of oxygen.			
Life Science	SC.8.L.18.1	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
		SC.8.L.18.Pa.1	➢ **Recognize that plants need water and light to grow.**	**Choice 1:** Identify that plants need water to grow.	1. The student is presented with and read three choices. What helps a plant to grow? **Response:** water
				Choice 2: Identify that plants need light to grow.	2. The student is presented with and read three choices. What does a flower need to grow? **Response:** sunlight

FSAA—Datafolio Grade 9 Blueprint

English Language Arts (ELA)			
Reporting Category	Genre	Standard Code	Number of Choices
Key Ideas and Details	Informational	LAFS.910.RI.1.1	3
Craft and Structure	Informational	LAFS.910.L.3.4	3
Integration of Knowledge and Ideas	Informational	LAFS.910.RI.3.8	3

FSAA—Datafolio Grade 9 ELA

Reporting Category	Domain/ Strand	Genre	Cluster 1: Key Ideas and Details				
Key Ideas and Details	Reading Informational Text	Informational	STANDARD CODE	**Standard:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
			LAFS.910.RI.1.1	ACCESS POINT CODE	**Access Point Standard:** Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.		
					Essential Understandings	**Activity Choices**	**Examples**
				LAFS.910.RI.1.AP.1b	➢ **Identify the specific pieces of evidences (e.g., main idea, pictures, graphs, specific sentences, details) for inference, conclusion, and/or summary from a selected text.** ➢ **Categorize the evidences into the three categories: inference, conclusion, and/or summary.** ➢ Choose the strongest piece of evidence in each category.	**Choice 1:** Identify a conclusion from an informational text.	1. The student is presented with and read an informational article and three response options. Which sentence can be used as a closing for this article? **Response:** will vary
						Choice 2: Identify a summary from an informational text.	2. The student is presented with and read an informational article and three response options. Which section includes the most important parts of the article? **Response:** will vary
						Choice 3: Identify details to support an inference, conclusion, or summary.	3. The student is presented with and read an informational article and three response options. Which details provide evidence for the author's argument? (Author's argument is provided to the student.) **Response:** will vary

Reporting Category	Domain/ Strand	Genre	Cluster 3: Vocabulary Acquisition and Use			
Craft and Structure	Language	Informational	STANDARD CODE	**Standard:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. 4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
			LAFS.910.L.3.4	ACCESS POINT CODE	**Access Point Standard:** Find the precise meaning of a word.	
					Essential Understandings	**Activity Choices**	**Examples**
				LAFS.910.L.3.AP.4c	➢ Sort a given list of words into alphabetical order. ➢ **Identify guide words.** ➢ Identify the definition when presented with the entire listing of a word from a dictionary. ➢ **Identify the part of speech of a word when presented with the entire listing of a word from a dictionary.** ➢ **Use the context to help decide which definition (from a list of definitions) is the most appropriate choice.**	**Choice 1:** Identify guide words.	1. The student is presented with and read three words on a glossary page. Which two words are guide words on this page? **Response:** will vary
						Choice 2: Identify the part of speech of a word when presented with the entire listing of the word from a dictionary.	2. The student is presented with and read a word/definition from a glossary and three response options. Which part of the definition shows how the word is used in the sentence? **Response:** will vary
						Choice 3: Use context to help decide which definition from a list of definitions is the most appropriate choice.	3. The student is presented with and read a sentence containing a highlighted or underlined word and three response options. Which definition is the best based on how the word is used in this sentence? **Response:** will vary

Reporting Category	Domain/ Strand	Genre	Cluster: Integration of Knowledge and Ideas				
Integration of Knowledge and Ideas	Reading Informational Text	Informational	STANDARD CODE	Standard: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.			
			LAFS.910.RI.3.8	ACCESS POINT CODE	Access Point Standard: Identify claims and arguments made by the author.		
					Essential Understandings	Activity Choices	Examples
				LAFS.910.RI.3.AP.8a	➢ Find a claim/argument the author makes in the text. ➢ List/highlight one or more sentences that support the claim.	**Choice 1:** Identify a claim/argument the author makes in a text.	1. The student is presented with and read an article and three response options. Which sentence shows what the author's claim is in this article? Texts should be informational articles on a social science or science topic. **Response:** will vary
						Choice 2: Identify one or more details that support a claim.	2. The student is presented with and read an article and three response options. Which detail(s) from the article supports the author's argument? Texts should be informational articles on a social science or science topic. (Author's argument is provided to the student.) **Response:** will vary
						Choice 3: List two pieces of evidence that supports the claim.	3. The student is presented with an article and three response options. Which two pieces of evidence support the author's claim? Texts should be informational articles on a social science or science topic. (Author's argument is provided to the student.) **Response:** will vary

FSAA—Datafolio Grade 10 Blueprint

English Language Arts (ELA)			
Reporting Category	Genre	Standard Code	Number of Choices
Key Ideas and Details	Literature	LAFS.910.RL.1.3	3
Craft and Structure	Literature	LAFS.910.L.3.4	3
Integration of Knowledge and Ideas	Informational	LAFS.910.RI.3.7	3

FSAA—Datafolio Grade 10 ELA

Reporting Category	Domain/ Strand	Genre	Cluster 3: Key Ideas and Details				
Key Ideas and Details	Reading Literature	Literature	STANDARD CODE	Standard: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.			
			LAFS.910.RL.1.3	ACCESS POINT CODE	Access Point Standard: Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.		
					Essential Understandings	Activity Choices	Examples
				LAFS.910.RL.1.AP.3b	➢ List how or why a character's decisions make them a complex character. ➢ Create a timeline of events (i.e., beginning, middle, end) that contributes to the development of the complex character in a text. ➢ Identify how a character changes over time by analyzing how the character develops throughout the text.	**Choice 1:** Identify a reason that a character from a story makes a decision.	1. The student is presented with and read a short story and three response options. Why does the main character decide to (event or idea from the story)? **Response:** will vary
						Choice 2: Identify a character at the beginning of a story and the same character at the end of the story.	2. The student is presented with and read a short story and three response options. How does the character change from the beginning of the story to the end of the story? **Response:** will vary
						Choice 3: Order key events from a story.	3. The student is presented with and read a short story and three response options. Place the events from the story in order from beginning to end. **Response:** will vary

Reporting Category	Domain/ Strand	Genre	Cluster 3: Vocabulary Acquisition and Use			
Craft and Structure	Language	Literature	STANDARD CODE	**Standard:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. 4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
			LASF.910.L.3.4	ACCESS POINT CODE	**Access Point Standard:** Verify the prediction of the meaning of a new word or phrase.	
					Essential Understandings	**Activity Choices**	**Examples**
				LAFS.910.L.3.AP.4a	➢ **Use word parts (affixes, roots) to help predict the meaning of an unknown word.** ➢ **Use the context to help decide which definition (from a list of definitions) is the most appropriate choice.**	**Choice 1:** Use affixes and roots to help predict the meaning of an unknown word.	1. The student is presented with and read a word in isolation and three response options. Which is the correct definition of (a word)? **Response:** will vary
						Choice 2: Use context to help decide which definition from a list of definitions is the most appropriate choice.	2. The student is presented with and read a sentence and three response options. Which definition is correct based on the way the word is used in this sentence? **Response:** will vary
						Choice 3: Use context from within a sentence to help determine meaning.	3. The student is presented with and read a sentence and three response options. Which other word or words in the sentence help you understand the meaning of the underlined word? **Response:** will vary

Reporting Category	Domain/ Strand	Genre	Cluster 3: Integration of Knowledge and Ideas				
Integration of Knowledge and Ideas	Reading Informational Text	Informational	STANDARD CODE	Standard: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.			
			LAFS.910.RI.3.7	ACCESS POINT CODE	Access Point Standard: Compare and contrast various accounts of a subject in two or more mediums.		
					Essential Understandings	Activity Choices	Examples
				LAFS.910.RI.3.AP.7a	➢ Identify, from print sources, information about the topic of the informational report. ➢ Identify, from digital sources, information about the topic of the informational report. ➢ Compare/contrast how the topic is portrayed in each medium.	**Choice 1:** Identify information about a topic from two print sources.	1. The student is presented with and read two informational articles on the same topic and three response options. What information about the topic is the same in both print sources? **Response:** will vary
						Choice 2: Identify information about a topic from two digital sources.	2. The student is presented with and read two digital informational articles and two response options. What information about the topic is the same in both digital sources? **Response:** will vary
						Choice 3: Compare and/or contrast information on a topic from one print and one digital source.	3. The student is presented with and read one informational article and one digital source of information on the same topic and presented with three response options. How is the information in the print source the same as (or different from) the digital source? **Response:** will vary

FSAA—Datafolio End of Course (EOC) Blueprints

Access Algebra 1		
Reporting Category	Standard Code	Number of Choices
Statistics and the Number System	MAFS.912.S-ID.1.2	3
Algebra and Modeling	MAFS.912.A-CED.1.2	3
Functions and Modeling	MAFS.912.F-IF.2.6	3

Access Geometry		
Reporting Category	Standard Code	Number of Choices
Congruence, Similarity, Right Triangles, and Trigonometry	MAFS.912.G-SRT.1.2	3
Circles, Geometric Measurement, and Geometric Properties with Equations	MAFS.912.G-GMD.2.4	3
Modeling with Geometry	MAFS.912.G-MG.1.1	2

FSAA—Datafolio End of Course (EOC) Blueprints

Access Biology 1		
Reporting Category	Standard Code	Number of Choices
Molecular and Cellular Biology	SC.912.L.14.3	2
Classification, Heredity, and Evolution	SC.912.L.15.6	3
Organisms, Populations, and Ecosystems	SC.912.L.17.20	3

Access U.S. History		
Reporting Category	Standard Code	Number of Choices
Late Nineteenth and Early Twentieth Century 1860–1910	SS.912.A.2.1	3
Global Military, Political, and Economic Challenges 1890–1940	SS.912.A.5.10	2
The United States and Defense of the International Peace 1940–Present	SS.912.A.7.12	3

Access Civics		
Reporting Category	Standard Code	Number of Choices
Origin and Purposes of Law and Government	SS.7.C.1.7	3
Roles, Rights, and Responsibilities of Citizens	SS.7.C.2.2	3
Organization and Function of Government	SS.7.C.3.14	2

FSAA—Datafolio Access Algebra I

Reporting Category	Domain	Cluster 1: Summarize, represent, and interpret data on a single count or measurement variable.				
Statistics and the Number System	Statistics & Probability: Interpreting Categorical & Quantitative Data	STANDARD CODE	Standard: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.			
		MAFS.912.S-ID.1.2	ACCESS POINT CODE	Access Point Standard: Describe a distribution using center and spread.		
				Essential Understandings	Activity Choices	Examples
			MAFS.912.S-ID.1.AP.2a	Concrete: ➢ Given a data display, identify outliers in the data set. ➢ Identify the highest and lowest value in a data set given a number line and matching symbols (concept of range). ➢ Identify the concept of median using concrete representations of data (create a bar graph with an odd number of bars using snap cubes; arrange from shortest to tallest; student places fingers on two outside towers, knocks towers over, and moves inward until the one middle tower left standing is reached). ➢ Find the mean using concrete materials.	**Choice 1:** Given a scatter plot, identify outliers in a data set.	1. The student is presented with a scatter plot showing a positive correlation with one outlier and three response options. Which data point is an outlier? **Response:** will vary
					Choice 2: Identify the highest and lowest values in a data set given a number line and matching symbols (concept of range).	2. The student is presented with a number line numbered from 0 to 5 with three points shown on the number line. Which point shows the highest value on the number line? Which point shows the lowest value on the number line? **Response:** will vary
					Choice 3: Identify the concept of mode or median using manipulatives.	3. The student is presented with eight or fewer colored snap cubes to represent a data set, and asked to identify the color that is most prevalent in the set as the mode. **Response:** will vary

Reporting Category	Domain	Cluster 1: Create equations that describe numbers or relationships.				
Algebra and Modeling	Algebra: Creating Equations	STANDARD CODE	Standard: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.			
		MAFS.912.A-CED.1.2	ACCESS POINT CODE	Access Point Standard: Graph equations in two or more variables on coordinate axes with labels and scales.		
				Essential Understandings	Activity Choices	Examples
			MAFS.912.A-CED.1.AP.2a	Concrete: ➢ **Match the equation to its graph.** ➢ **Identify point of intersection between two graphs (of a two-variable equation).** ➢ Use tools to graph equations in two variables (i.e., manipulatives, calculators, equation calculators, software, etc.)	**Choice 1:** Identify an equation with two variables.	1. The student is presented with and read three equations as response options. Which equation has two variables? **Response:** equation with two variables
					Choice 2: Match an equation to its graph.	2. The student is presented with and read one equation and three graphs as response options. The two incorrect graphs will have either a vertical or horizontal line. Which graph matches the equation? **Response:** will vary
					Choice 3: Identify point of intersection between two graphs (of a two-variable equation).	3. The student is presented with and read three graphs as response options. Which graph shows intersecting lines? **Response:** one showing intersecting lines

<table>
<tr><th>Reporting Category</th><th>Domain</th><th colspan="4">Cluster 2: Interpret functions that arise in applications in terms of the context.</th></tr>
<tr><td rowspan="4">Functions and Modeling</td><td rowspan="4">Functions: Interpreting Functions</td><td>STANDARD CODE</td><td colspan="3">Standard: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</td></tr>
<tr><td rowspan="3">MAFS.912.F-IF.2.6</td><td>ACCESS POINT CODE</td><td colspan="3">Access Point Standard: Describe the rate of change of a function using words.</td></tr>
<tr><td>Essential Understandings</td><td>Activity Choices</td><td>Examples</td></tr>
<tr><td>MAFS.912.F-IF.2.AP.6a</td><td>Concrete:
➢ Manipulate lines on a graph to show steepness.
➢ Manipulate lines on a graph to show rise or fall.
➢ Manipulate lines on a graph to show positive or negative.
➢ Identify the concepts of steepness, rise, and fall in real-life contexts (e.g., ramps, roofline, stairs, escalators).
➢ Define rate of change (describes the average rate at which one quantity is changing with respect to something else changing).
➢ Identify common rate of change:
○ Miles per gallon – calculated by dividing the number of miles by the number of gallons used
○ Cost per kilowatt – calculated by dividing the cost of the electricity by the number of kilowatts used
○ Miles per hour</td><td>Choice 1: Identify the concepts of steepness, rise, and fall in real-life contexts (e.g., ramps, roofline, stairs, escalators).</td><td>1. The student is presented with three pictures of everyday scenarios as response options. Which picture represents a slope?
Response: will vary</td></tr>
<tr><td></td><td></td><td>Choice 2: Identify a graph that displays a common rate of change.</td><td>2. The student is presented with and read three graphs as response options. Both the x- and y-axes should be labeled. Which graph shows a constant rate of change?
Response: graph showing a constant rate of change</td></tr>
<tr><td></td><td></td><td>Choice 3: Identify unit rate in a given situation.</td><td>3. The student is presented with and read a graph/table showing the cost of apples per pound:
Cost of Apples
Pounds | Cost ($)
1 | 1.10
2 | 2.20
3 | 3.30
What is the cost per pound of apples?
Response: $1.10</td></tr>
</table>

FSAA—Datafolio Access Geometry

Reporting Category	Domain	Cluster 1: Understand similarity in terms of similarity transformations.				
Congruence, Similarity, Right Triangles, and Trigonometry	Geometry, Similarity, Right Triangles, and Trigonometry	STANDARD CODE	**Standard:** Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.			
		MAFS.912.G-SRT.1.2	ACCESS POINT CODE	**Access Point Standard:** Determine if two figures are similar.		
				Essential Understandings	Activity Choices	Examples
			MAFS.912.G-SRT.1.AP.2a	Concrete: ➢ **Select two objects that are the same shape.** ➢ **Use appropriate tools as needed to duplicate a shape (e.g., wiki sticks, computers, interactive white boards, markers).** ➢ Use geometry software to create dilations. ➢ **Identify congruent angles of similar figures.**	**Choice 1:** Select two objects that are the same shape.	1. The student is presented with a right triangle and three response options. Which picture shows a right triangle? **Response:** right triangle
					Choice 2: Use appropriate tools as needed to duplicate a shape.	2. The student is presented with a shape using wiki sticks, computers, interactive white boards, or markers to duplicate a shape. **Response:** will vary
					Choice 3: Identify congruent angles of similar figures.	3. Student is presented with two congruent triangles; triangle ABC and triangle DEF. What angle in triangle DEF is congruent to angle A? **Response:** angle D

Reporting Category	Domain	Cluster 2: Visualize relationships between two-dimensional and three-dimensional objects.				
Circles, Geometric Measurement, and Geometric Properties with Equations	Geometry: Geometric Measurement & Dimension	STANDARD CODE	Standard: Identify the shapes of two-dimensional cross sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.			
		MAFS.912.G-GMD.2.4	ACCESS POINT CODE	Access Point Standard: Identify shapes created by cross sections of two-dimensional and three-dimensional figures.		
				Essential Understandings	Activity Choices	Examples
			MAFS.912.G-GMD.2.AP.4a	Concrete: ➢ Identify the shape of a side(s) of a three-dimensional object. ➢ Match a picture of the side with a picture of the shape.	**Choice 1:** Identify the shape of a side(s) of a three-dimensional object.	1. The student is presented with a cube and three response options. Which picture represents one side of the cube? **Response:** a square
					Choice 2: Match a picture of the side of a three-dimensional object with a picture of the shape.	2. The student is presented with a picture of a triangle and three response options. Which object has a side that is the same shape as the triangle? **Response:** a triangular pyramid
					Choice 3: Identify a shape created by a cross section of a three-dimensional figure.	3. The student is presented with a cube cut vertically and three shapes as response options. Which shape represents the cube after it is cut? **Response:** a square

Reporting Category	Domain	Cluster 1: Apply geometric concepts in modeling situations.				
Modeling with Geometry	Geometry: Modeling with Geometry	STANDARD CODE	Standard: Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).			
		MAFS.912.G-MG.1.1	ACCESS POINT CODE	Access Point Standard: Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed.		
				Essential Understandings	Activity Choices	Examples
			MAFS.912.G-MG.1.AP.1a	Concrete: ➢ Identify a figure that represents a change in the original figure. ➢ Use descriptive words about two figures (e.g., bigger, smaller, longer, shorter).	**Choice 1:** Identify a figure that represents a change in the original figure.	1. The student is presented with figure 1, given a scenario of a change and three response options. Which new figure represents the change? **Response:** will vary
					Choice 2: Use descriptive words about two figures.	2. The student is presented with two different figures and three response options. Which word compares shape 1 to shape 2? **Response:** will vary

FSAA—Datafolio Access Biology I

Reporting Category	Body of Knowledge	Big Idea 14: Organization and Development of Living Organisms				
Molecular and Cellular Biology	Life Science	STANDARD CODE	Standard: Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.			
		SC.912.L.14.3	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
			SC.912.L.14.Pa.1	➢ **Match parts of common living things to their functions.**	**Choice 1:** Match parts of an animal to their functions.	1. The student is presented with and read three choices. What part of a fish helps the fish to swim? **Response:** tail
					Choice 2: Match parts of a plant to their functions.	2. The student is presented with and read three choices. Which part of a plant takes in water? **Response:** roots

Reporting Category	Body of Knowledge	**Big Idea 15:** Diversity and Evolution of Living Organisms				
Classification, Heredity, and Evolution	Life Science	STANDARD CODE	**Standard:** Discuss distinguishing characteristics of the domains and kingdoms of living organisms.			
		SC.912.L.15.6	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
			SC.912.L.15.Pa.2	➢ **Sort common living things into plant and animal kingdoms.**	**Choice 1:** Given two animals and a plant, identify the plant.	1. The student is presented with and read three choices. Which of these is a plant? **Response:** plant
					Choice 2: Given two plants and an animal, identify the animal.	2. The student is presented with and read three choices. Which of these is an animal? **Response:** animal
					Choice 3: Given a plant and an animal, sort the living things into the appropriate groups.	3. The student is presented with and read two choices. To which group does each of these living things belong? **Response:** sorts animal and plant into the correct groups

Reporting Category	Body of Knowledge	Big Idea 17: Interdependence				
Organisms, Populations, and Ecosystems	Life Science	STANDARD CODE	Standard: Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.			
		SC.912.L.17.20	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
			SC.912.L.17.Pa.7	➢ Recognize a way to help the local environment.	Choice 1: Identify a way to help reduce pollution in the local environment.	1. The student is presented with and read three choices. What is one way to help reduce pollution in the local environment? **Response:** picking up trash
					Choice 2: Identify a way to help reuse or reduce material waste in the local environment.	2. The student is presented with and read three choices. What is one way to help reuse or reduce material waste in the local environment? **Response:** recycle bottles
					Choice 3: Identify a way to reduce water use in the local environment.	3. The student is presented with and read three choices. What is one way to reduce water use in the local environment? **Response:** turn off water faucet while brushing teeth

FSAA—Datafolio Access U.S. History

Reporting Category	Strand	Standard 2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.				
Late Nineteenth and Early Twentieth Century, 1860–1910	American History	BENCHMARK CODE	Benchmark: Review causes and consequences of the Civil War.			
		SS.912.A.2.1	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
			SS.912.A.2.Pa.a	➢ **Recognize characteristics of life during the Civil War.**	**Choice 1:** Recognize a characteristic of life during the Civil War.	1. The student is read a content-based informational text (one to four sentences) about life during wartime and asked to recognize a characteristic of life during the Civil War. **Response:** will vary based on the content of the passage presented to the student
					Choice 2: Recognize a characteristic of life in the South during the Civil War.	2. The student is read a content-based informational text (one to four sentences) about life in the South during the Civil War and asked to recognize a characteristic of life in the South during the Civil War. **Response:** will vary based on the content of the passage presented to the student
					Choice 3: Recognize a characteristic of life in the North during the Civil War.	3. The student is read a content-based informational text (one to four sentences) about life in the North during the Civil War and asked to identify a word/picture card that represents a characteristic of life in the North during the Civil War. **Response:** will vary based on the content of the passage presented to the student

Reporting Category	Strand	**Standard 5:** Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.				
Global Military, Political, and Economic Challenges, 1890–1940	American History	BENCHMARK CODE	**Benchmark:** Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.			
		SS.912.A.5.10	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
			SS.912.A.5.Pa.j	➢ **Recognize that groups may fear people who are different.**	**Choice 1:** Recognize how people are different.	1. The student is read a content-based informational text (one to four sentences) that includes several people and asked to recognize how a person is different from the others. **Response:** will vary based on the content of the passage presented to the student
					Choice 2: Recognize that people may feel fearful or uncomfortable around people who are different.	2. The student is read a content-based informational text (one to four sentences) that includes first time interactions among people and asked to recognize how the people felt. **Response:** will vary depending on the content of the passage presented to the student

Reporting Category	Strand	**Standard 7:** Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.				
The United States and the Defense of the International Peace, 1940–present	American History	BENCHMARK CODE	**Benchmark:** Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.			
		SS.912.A.7.12	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
			SS.912.A.7.Pa.I	➢ **Recognize a social or economic concern of people.**	**Choice 1:** Recognize a social concern of people.	1. The student is presented with a scenario or read a content-based informational text (one to four sentences) about concerns and asked to recognize an example of a social concern. **Response:** will vary based on the content of the scenario or passage presented to the student
					Choice 2: Recognize an economic concern of people.	2. The student is presented with a scenario or read a content-based informational text (one to four sentences) about concerns and asked to recognize an example of an economic concern. **Response:** will vary based on the content of the scenario or passage presented to the student

FSAA—Datafolio Access Civics

Reporting Category	Strand	Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.				
Origin and Purposes of Law and Government	Civics and Government	BENCHMARK CODE	Benchmark: Describe how the Constitution limits the powers of government through separation of powers and checks and balances.			
		SS.7.C.1.7	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
			SS.7.C.1.Pa.g	➢ Recognize that the government has different parts.	Choice 1: Recognize a purpose of a government based on the Constitution.	1. The student is read a content-based informational text (one to four sentences) about the purpose of a government and asked to recognize a purpose of government. Response: will vary based on the content of the passage presented to the student
					Choice 2: Recognize a part of the government that was established by the Constitution.	2. The student is read a content-based informational text (one to four sentences) about a part of the government that was established by the Constitution and asked to recognize a part of the government that was established by the Constitution. Response: will vary based on the content of the passage presented to the student
					Choice 3: Match the function of government to a part of government.	3. The student is read a content-based informational text (one to four sentences) about the functions of a part of government) and asked to match a governmental function with a part of government. Response: will vary based on the content of the passage presented to the student

Roles, Rights, and Responsibilities of Citizens	Civics and Government	Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.				
		BENCHMARK CODE	**Benchmark:** Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.			
		SS.7.C.2.2	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
			SS.7.C.2.Pa.b	➢ **Recognize an obligation of citizens, such as obeying laws.**	**Choice 1:** Recognize an obligation of citizens.	1. The student is read a content-based informational text (one to four sentences) about the obligations of citizens and asked to recognize an obligation of citizens. **Response:** will vary based on the content of the passage presented to the student
					Choice 2: Recognize a characteristic of good citizens.	2. The student is read a content-based informational text (one to four sentences) about characteristics of good citizens and asked to recognize a characteristic of good citizens. **Response:** will vary based on the content of the passage presented to the student
					Choice 3: Recognize why it is important to be a good citizen.	3. The student is read a content-based informational text (one to four sentences) about the importance of good citizenship and asked to recognize why good citizenship is important. **Response:** will vary based on the passage presented to the student

Organization and Function of Government	Civics and Government	Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.				
		BENCHMARK CODE	**Benchmark:** Differentiate between local, state, and federal governments' obligations and services.			
		SS.7.C.3.14	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples
			SS.7.C.3.Pa.n	➢ **Recognize that local, state, and federal governments provide services.**	**Choice 1:** Recognize a level of government.	1. The student is read a content-based informational text (one to four sentences) about levels of government) and asked to recognize a level of government. **Response:** will vary based on the content of the passage presented to the student
					Choice 2: Recognize that a role of government is to provide services.	2. The student is read a content-based informational text (one to four sentences) about the role of government) and asked to recognize a role of government. **Response:** will vary based on the content of the passage presented to the student
					Choice 3: Recognize a service provided by a level of government.	3. The student is presented with descriptions of services and asked to recognize a service provided by a level of government. **Response:** will vary based on the descriptions presented to the student.

Appendix C: FSAA—Datafolio Activity Choice Differentiation Guide

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Purpose

The purpose of the FSAA—Datafolio Activity Choice Differentiation Guide is to provide teachers with ideas, examples, and resources to assist in preparations for administering the FSAA—Datafolio.

Sample Students

In the following pages, you will meet five sample students from a variety of grade levels with various individual needs. For each sample student, an example of how a teacher could differentiate an activity choice to meet the student's specific needs is provided.

A Student Who Uses Eye Gaze to Communicate

Jacob is a fourth-grade student who enjoys adaptive P.E. and listening to read-aloud activities in the classroom. He has very limited mobility and is able to inconsistently move his left arm in a limited range of motion. He does not, however, use gestures to communicate. Jacob communicates by using an eye gaze choice board (rectangular with the central area removed) to distinguish between options presented in laminated picture card format. He has recently progressed from selecting from a field of two options to selecting from a field of four. He periodically becomes frustrated if the option he prefers is not available and will vocalize loudly.

Activity Choice Spotlight: Grade 4

Standard MAFS.4.OA3.AP.5a: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequences and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Essential Understanding: Use manipulatives to create a pattern.

Activity Choice 2: Extend a pattern using manipulatives.

Teacher Differentiation: The teacher will prepare laminated picture cards of the math manipulatives that he or she will be using with Jacob, preferably using photographs of the actual items as well as two to three distractor items. When presenting the idea of patterns, the teacher can begin with simple two-item patterns and progress in complexity as Jacob demonstrates understanding during guided activities until reaching four to five item patterns (based on student ability), using both manipulatives and the picture cards of the manipulatives simultaneously to ensure maximum comprehension. For assessment, the teacher can present a pattern, both in manipulatives and the corresponding picture cards, and direct Jacob's visual attention to the pattern. The teacher can then ask the student which item comes next in the pattern and offer choices using Jacob's eye gaze board, including distractors. If Jacob is successful choosing from a field of two items, the teacher can extend the assessment to choosing from a field of four.

A Student with Dual-Sensory Impairment (DSI)

Nevaeh is a fifth-grade student who enjoys participating in cooking activities and loves animals. As a result of a traumatic brain injury, Nevaeh has bilateral low vision (myopic), which affects her ability to discriminate objects at a distance of greater than two feet. Nevaeh can minimally discriminate between light and dark, and experiences intermittent decreased field of vision. Nevaeh has also experienced sensorineural hearing loss and uses a Cochlear implant to increase functional hearing. Nevaeh communicates by gesturing with her right hand as well as inconsistently through vocalization. Her receptive language comprehension is an area of relative strength.

Activity Choice Spotlight: Grade 5

Standard SC.5.P.10.4: Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.

Access Point SC.5.P.10.Pa.4: Identify one source of sound, heat, or light that uses electricity.

Activity Choice 2: Identify a source of heat that uses electricity.

Teacher Differentiation: The teacher can prepare two to three items that generate heat when plugged in (e.g., a lamp or a hair dryer with a low setting) and an extension cord to bring the items as close to Nevaeh as possible (while maintaining safety). The teacher can also prepare two to three non-examples that do not generate any heat when plugged in (e.g., a radio, a pencil sharpener, or a small fan). The teacher should explain safety rules for plugging items in. The teacher can then demonstrate the items that plug in and generate heat. The teacher will then demonstrate the non-example items and ask the question “Does it give off heat when you plug it in?” For assessment, the teacher will offer an example and a non-example item to Nevaeh and ask her to gesture to the item that gives off heat.

A Student with Limited Mobility

Lucas is a seventh-grade student with limited mobility who enjoys listening to country music and watching animated feature films about animals. He is able to gesture in a limited manner with both hands. The tray attached to his wheelchair is equipped with a hook-and-loop fastener on each side. Lucas communicates by gesturing to objects or laminated pictures and symbol cards affixed to the hook-and-loop fastener on his tray.

Activity Choice Spotlight: Grade 7

Standard LAFS.7.RL.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Access Point LAFS.7.RL.1.AP.1a: Refer to details and examples in a text when explaining what the text says explicitly.

Essential Understanding: Identify a detail or example in a text.

Activity Choice 3: Identify which idea is being supported in the text.

Teacher Differentiation: The teacher can select a short passage (one to two paragraphs) from a fiction text. The teacher could prepare symbol cards related to two to three details in the text that are important as well as two to three distractors. The teacher would introduce the symbol cards as part of the reading. After reading and discussing, the teacher could then discuss what the most important idea from the passage is and select a detail that supports this idea by indicating one of the symbol cards with matching text. The teacher could then provide Lucas with one symbol card and one distractor option on his tray and ask him to gesture to the card that has an important idea from the passage. The teacher can repeat this process with other options and/or other passages for the assessment.

A Student with a Visual Impairment (VI)

Javier is an eighth-grade student who enjoys listening to music and making music by hitting various small drums. Javier has low vision and requires assistance navigating the school environment safely. Javier communicates verbally with a very limited vocabulary. He does respond yes or no to questions consistently. Javier is beginning to use a tactile picture exchange communication system with significant teacher support. Based on a recent Learning Media Assessment, Javier prefers using hearing as the primary sense and touch as the secondary sense during classroom activities.

Activity Choice Spotlight: Grade 8

Standard SC.8.N.4.2: Explain how political, social, and economic concerns can affect science, and vice versa.

Access Point SC.8.N.4.Pa.1: Recognize a way science is used in the community.

Activity Choice 3: Match a person who uses science with the way he or she uses it in the community.

Teacher Differentiation: The teacher will present information to the student on people who use science in the community, supported by auditory clues. For example, the teacher will read to the student a short text with the main idea that veterinarians help animals and play an animal sound that the student is familiar with (e.g., a dog barking or a cat meowing). The teacher will then ask the student if veterinarians help animals, using the auditory clueing of the animal sound presented previously, and elicit a verbal response from the student.

A Student Who Is Deaf/Hard-of-Hearing (DHH)

Emma is an eleventh-grade student who loves watching reality television and game shows and adaptive P.E. activities. Emma has moderately severe hearing loss and wears hearing aids. Emma utilizes a total communication approach with support of an interpreter. Emma's speech is very difficult for unfamiliar listeners to understand. This sometimes causes significant frustration, which Emma expresses with physical aggression. Emma has a limited repertoire of signs, although her receptive understanding of signs is an area of relative strength. She relies heavily on home signs for expressive language. Emma is able to use a power chair to navigate the school campus with adult assistance.

Activity Choice Spotlight: Access Biology 1 EOC

Standard SC912.L.15.6: Discuss distinguishing characteristics of the domains and kingdoms of living organisms.

Access Point SC912.L.15.Pa.2: Sort common living things into plant and animal kingdoms.

Activity Choice 3: Given a plant and an animal, sort the living things into the appropriate groups.

Activity Differentiation: The teacher can prepare two sets of cards for students to interact with: each set of cards should have photographs of different plants common to the region (e.g., palm trees, sunflowers, pine trees, and roses) and photographs of animals the students are likely to encounter in their daily lives (e.g., birds, dogs, cats, cows, and snakes). The teacher could use a graphic organizer such as a t-chart to explain the differences between plants and animals, and, as a group, the students and teacher can sort the first set of cards into animals and plants. For assessment, the teacher could either work individually with each student to sort the second set of cards into plant and animal categories (using the same organizer as for instruction), or the teacher could photocopy the cards onto paper for students to sort, cut, and paste (with appropriate assistance) as a work product.

English Language Arts (ELA) Activity Choice Differentiation – Grade 3

	Students with Dual-Sensory Impairment	Students with Visual Impairment	Students Who Are Deaf / Hard-of-Hearing	Students Who Use Eye Gaze	Students with Limited Mobility
Standard: *LAFS.3.RL.1.1* Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Access Point:** *LAFS.3.RL1.AP.1a* Answer questions related to characters, setting, events, or conflicts. **Activity Choice 1:** From a given list, identify the basic elements of a story (e.g., character, setting, events, or conflicts). **Example Text Selection:** *The Foot Book* by Dr. Seuss	• Create a tactile book in a three-ring binder by hole punching sturdy cardboard pieces. Attach slippers, a towel, cotton balls, a small shoe, and a big shoe. Prepare four to five distractor choices from common classroom items. • Read aloud the book using the tactile book to emphasize the sequence of objects. • Arrange for assessment question "What happened next?" by placing question stem item (e.g., slippers) on the left with the distractor item and the correct answer items on the right. Pose the question, offer choices, and record responses.	• Create a "book box" with slippers, a towel, cotton balls, a toy clown, small shoes, and big shoes. Prepare four to five distractor choices from common classroom items. • Read aloud the book, bringing items out for students to handle. Emphasize the order of items by pairing sequential items together (e.g., hand the student a slipper and then hand the student a towel). • Arrange for assessment question "What happened next?" by placing question stem item (e.g., slipper) on the left with the distractor item and the correct answer items on the right. Pose the question, offer choices, and record responses.	• If the student has an interpreter, provide with the text in advance. • Create a "book box" with slippers, a towel, cotton balls, a toy clown, small shoes, and big shoes. Prepare four to five distractor choices from common classroom items. Prepare picture cards of each key item in the story as well as the four to five distractor items. • Read aloud the book, bringing items and picture cards out for students to handle (after interpretation if applicable). Emphasize the sequential order by pairing the items together (e.g., hand the student a slipper and then hand the student a towel). • Arrange for assessment question "What happened next?" by placing question stem item or card (e.g., slipper) on the left with the distractor item or card and the correct answer items or card on the right. Pose the question, offer choices, and record responses.	• Create a "book box" with slippers, a towel, cotton balls, a toy clown, small shoes, and big shoes. Prepare four to five distractor choices from common classroom items. Prepare picture cards of each key item in the story as well as the four to five distractor items. • Read aloud the book, bringing items and picture cards out for students to handle. Emphasize the sequential order by pairing the items together (e.g., hand the student a slipper and then hand the student a towel). • Arrange for assessment question "What happened next?" by arranging cards or items in the student's usual manner of selection. Pose the question, offer choices, and record responses.	• Create a "book box" with slippers, a towel, cotton balls, a toy clown, small shoes, and big shoes. Prepare four to five distractor choices from common classroom items. Prepare picture cards of each key item in the story as well as the four to five distractor items. • Read aloud the book, bringing items and picture cards out for students to touch. Emphasize the sequential order by pairing the items together (e.g., hand the student a slipper and then hand the student a towel). • Arrange for assessment question "What happened next?" by arranging cards or items in the student's usual manner of selection. Pose the question, offer choices, and record responses.

Math Activity Choice Differentiation – Grade 6

	Students with Dual-Sensory Impairment	Students with Visual Impairment	Students Who Are Deaf / Hard-of-Hearing	Students Who Use Eye Gaze	Students with Limited Mobility
Standard: *MAFS.6.EE.1.4* Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for. Access Point: *MAFS.6.EE.1.AP.4a* Evaluate whether the sides of an equation are equal using models. Essential Understanding: Match both sets of an equation to a given set. Activity Choice 3: Match both sides of an equation to a given set.	• Prepare tactile dot cards for numbers 1–5 , as well as two sets of cards for +, - and =. If the student has a typical method of expressing *yes* and *no*, have that readily available. Prepare several sets of common classroom items (e.g., pencils, crayons, counters, etc.). • Arrange number sentences on tactile cards and arrange a like number of classroom items (including operation cards) directly underneath each number card. Assist students with interacting with the item sets. Express the concept of equivalence by pointing out examples that match and do not match, using *yes* and *no* cards. • Assess by preparing several sets of items, assisting students with interacting with the item sets, and asking students to indicate whether they match or do not match. Record responses.	• Prepare tactile dot cards (or use braille cards, if applicable) for numbers 1–5, as well as two sets of cards for +, - and =. Prepare several sets of common classroom items (e.g., pencils, crayons, counters, etc.). • Arrange number sentences on tactile (or braille) cards and arrange a like number of classroom items (including operation cards) directly underneath each number card. Assist students with interacting with the item sets. Express the concept of equivalence by pointing out examples that match and do not match. • Assess by preparing several sets of items, assisting students with interacting with the item sets, and asking students to indicate whether they match or do not match. Record responses.	• Prepare number cards 1–5, as well as two sets of cards for +, - and =. Prepare several sets of common classroom items (e.g., pencils, crayons, counters, etc.) and picture cards with groups of items in various quantities (if appropriate). • Arrange number sentences on cards and arrange a like number of classroom items and/or picture cards with the appropriately numbered groups of items directly underneath each number card. Express the concept of equivalence by pointing out examples that match and do not match. • Assess by preparing several sets of items and/or picture cards with appropriately numbered groups of items, and asking students to indicate whether they match or do not match. Record responses.	• Prepare number cards 1–5, as well as two sets of cards for +, - and =. Prepare several sets of common classroom items (e.g., pencils, crayons, counters, etc.) and picture cards with groups of items in various quantities. • Arrange number sentences on cards and arrange a like number of classroom items and picture cards with the appropriately numbered groups of items directly underneath each number card. Express the concept of equivalence by pointing out examples that match and do not match and directing student's attention to items and cards. • Arrange for assessment question "Do they match?" by arranging cards or items in the student's usual manner of selection. Pose the question, offer choices, and record responses.	• Prepare tactile dot cards for numbers 1–5, as well as two sets of cards for +, - and =. If the student has a typical method of expressing *yes* and *no*, have that readily available. Prepare several sets of common classroom items (e.g., pencils, crayons, counters, etc.). • Arrange number sentences on tactile cards and arrange a like number of classroom items (including operation cards) directly underneath each number card. Assist students with interacting with the item sets. Express the concept of equivalence by pointing out examples that match and do not match, using *yes* and *no* cards. • Assess by preparing several sets of items, assisting students with interacting with the item sets, and asking students to indicate whether they match or do not match. Record responses.

Suggested Teacher Resources

English Language Arts (ELA)

High Interest Low Readability (Hi-Lo) Publishing Companies

- Saddleback Educational Publishing: http://www.sdlback.com
- High Interest Publishing: https://hip-books.com
- Bearport Publishing: http://bearportpublishing.com
- High Noon Books: http://www.highnoonbooks.com/index-hnb.tpl

Websites

- Access Project ELA resources: https://accesstofls.org/ELA.html
- Florida Center for Reading Research (FCRR): http://www.fcrr.org/
- Tar Heel Reader: http://tarheelreader.org
- Browser Books: https://sites.prairiesouth.ca/legacy/cassidy.kathy//browserbooks/index.htm
- SEN Teacher Reading Printables: http://www.senteacher.org/print/literacy/
- Florida Division of Blind Services Bureau of Braille and Talking Books Library: http://dbs.myflorida.com/Library/index.html
- Described and Captioned Media Program (DCMP): https://dcmp.org/
- Florida Instructional Materials Center for the Visually Impaired (FIMC-VI): http://www.fimcvi.org
- Literacy for Children with Combined Vision and Hearing Loss: http://literacy.nationaldb.org/
- Paths to Literacy – Overview of Multiple Disabilities and Deafblindness: http://www.pathstoliteracy.org/multiple-disabilities

Math

- Access Project Math Resources: https://accesstofls.org/Math.html
- National Council of Teachers of Mathematics Classroom Resources: http://www.nctm.org/Classroom-Resources/Browse-All/#
- SEN Teacher Math Printables: https://www.senteacher.org/printables/mathematics/

Assistive Technology

- SEN Teacher AAC Downloads: https://www.senteacher.org/downloads/assistivetechnology/
- Florida Alliance for Assistive Services and Technology (FAAST): http://www.faast.org
- Florida Instructional Materials Center for the Visually Impaired (FIMC-VI) Assistive Technology Resources: https://www.fimcvi.org/assistive-technology

Appendix D: Forms

Florida Standards Alternate Assessment
DATAFOLIO

2021–2022 Evidence Collection Form

Student Name: _____ **FLEID:** _____ **Assessment Grade:** _____

Teacher Name: _____ **Witness Name:** _____

District Name: _____ **Witness Signature:** _____
Witness Signature Required for OBSERVATION evidence.

School Name: _____ **Choice #:** ◯ 1 ◯ 2 ◯ 3

Standard Code: _____ **Collection Period:** ◯ 1 ◯ 2 ◯ 3

Check One: Select ONE of the following evidence types for documentation. The *information on this form* (*or the form itself where noted*) must be entered into the Data Entry Interface (DEI) when submitting the student evidence.

◯ Observation Evidence

**Witness Signature Required*

The observation is the student evidence. Provide anecdotal information on page 2 of this document or upload completed Running Record template.

- Provide a description of the activity or task that includes a **running record** of the opportunities the student was asked to perform.
- Indicate how the student performed each opportunity and the level of assistance (N, P, G, V, M, I) provided.
- Be sure to grade each opportunity and provide the overall grade as a percentage.
- For all observation evidence, *a witness must observe all opportunities as presented to the student* and provide his or her signature on this form.

◯ Digital Recording Evidence

**Digital Recording Consent Form Required*

The digital recording file is the student evidence that must be uploaded into the DEI. Provide anecdotal information on page 2 of this document.

- Include any clarification of the digital recording to ensure that all opportunities and the student's responses are clear to anyone viewing the recording.
- Include detailed information on the opportunities performed and level of assistance (N, P, G, V, M, I) provided in the digital recording.
- Be sure to grade each opportunity and provide the overall grade as a percentage.
- A ***signed*** **Digital Recording Consent Form** must be included in the submission for each student in the digital recording.

◯ Work Product

Uploading this form to the DEI with the work product is necessary.

- Provide additional information for the work product submitted along with the actual work product.
- Indicate how the student performed each opportunity and the level of assistance (N, P, G, V, M, I) provided.
- Be sure to include any additional scoring rubrics/key acronyms and grade each opportunity, providing the overall grade as a percentage.

Total Number of Opportunities: _____ *(Minimum 5/Maximum 8)* **Date of Activity** _____

Accuracy Score: _____ % **Level of Assistance:** **N** _____ **P** _____ **G** _____ **V** _____ **M** _____ **I** _____
(Select only one. All opportunities for a standard must be submitted at the same LOA.)

Florida Standards Alternate Assessment
DATAFOLIO

2021–2022
Evidence Collection Form

2021–2022 FSAA—Datafolio Running Record Template

Student Name: _____ **Date:** _____

Opportunity / Item Number	**Teacher Asks**	**Response Options** (Teacher determines the number of response options.)	**Expected Response** (Correct Answer)	**Student Response**	**Correct/ Incorrect**	**Level of Assistance** (N, P, G, V, M, I)
EXAMPLE	What would you wear if it is rainy and cool outside?	1. Picture of raincoat 2. Picture of T-shirt 3. Picture of apple	3 second eye gaze held on picture of raincoat	apple	Incorrect	Verbal
1						
2						
3						
4						
5						
6						
7						
8						
Notes:				**Accuracy** (Accuracy % = # correct/total # of items multiplied by 100.)		_____ **%**

For ELA standards, please enter the following information:	
Genre (Literature or Informational):	
Text Title:	
Text Author:	
Other Relevant Information:	

Florida Standards Alternate Assessment
DATAFOLIO

2021–2022 Ethics in Data Collection and Submission Form

This form must be completed and uploaded for each student who participated in the FSAA—Datafolio at the conclusion of the assessment.

District Name: _____ **School Name:** _____

Student First Name: _____ **Student Last Name:** _____

Student DOB: ____/____/____ (mm/dd/yyyy) **FLEID Number:** _____

Teacher Statement

By signing below, as the teacher responsible for the production of this student's FSAA—Datafolio, I certify the following to be true:

1. The student's work evidence submitted in this FSAA—Datafolio accurately reflects typical instruction based on the content of the Access Points.
2. Each entry presented in this FSAA—Datafolio is authentic and was ethically generated.

Teacher Name:_____ Position/Title:_____

Signature:_____ Date:_____

Statement of School Administrator or Designee

My signature below verifies that I have reviewed the FSAA—Datafolio with the teacher administering this assessment and, to the best of my knowledge, the evidence and forms are complete, valid, and accurate.

Name:_____

Signature:_____ Date:_____

Title:_____

Florida Standards Alternate Assessment
DATAFOLIO

2021–2022
Digital Recording Consent Form

District Name: _____ **School Name:** _____

Student First Name: _____ **Student Last Name:** _____

Student DOB: ____/____/____ **FLEID Number:** _____

The Florida Standards Alternate Assessment (FSAA)—Datafolio is a systematic method of data collection of student activites aligned to specific Access Points standards. For some students, the Datafolio is the most meaningful way for them to participate in the FSAA. During this process, the teacher may create a digital recording of a lesson or classroom activity in which a student completes the assessment tasks. This recording is then submitted to Pearson, the test developer, for scoring. Once scores are reported, the digital record is destroyed according to state policy.

You are receiving this form because

☐ Your child will be participating in the FSAA—Datafolio. Your signed consent is required for digital recordings to be used as part of the assessment. Consent is voluntary and can be revoked at any time by notifying your child's teacher in writing.

I have read and understand this request. I give permission for my child,_____, to be digitally recorded by his/her teacher(s) for the FSAA—Datafolio evidence submission process.

Parent Name:_____ Signature: _____

Date: _____

☐ Due to the nature of the classroom setting, your child may be/was inadvertently included in the digital recording of another student's assessment. If this occurs, your signed consent is required for the recording to be submitted for scoring. Consent is voluntary and can be revoked at any time by notifying your child's teacher in writing.

I have read and understand this request and give permission to allow an inadvertent recording of my child,_____, to be used as part of the assessment process for the intended student.

Parent Name:_____ Signature: _____

Date: _____

☐ A video that includes your child may be used for training teachers on the FSAA—Datafolio administration. If selected for use in teacher training, steps will be taken to avoid disclosure of personally identifiable information. Only a student's first name will be used. The student's last name and school, district, and town names will be removed. However, digital recordings cannot be edited to obscure or block student images, and your child's face may be visible. Your consent is voluntary and can be revoked at any time by notifying your child's teacher in writing that you are withdrawing consent.

I have read and understand this request. I give my permission for the Florida Department of Education to use FSAA—Datafolio digital recordings that include my child,_____, in teacher training materials.

Parent Name:_____ Signature: _____

Date: _____

Florida Standards Alternate Assessment
DATAFOLIO

2021–2022 Formulario de consentimiento para la grabación digital

Nombre del Distrito:_____ **Nombre de la institución educativa:**_____

Nombre del Estudiante: _____ **Apellido del Estudiante:**_____

Fecha Nac. Estudiante: _____/____/_____ **FLEID:** _____

Florida Standards Alternate Assessment (FSAA)—Datafolio es un método sistemático de recolección de datos de las actividades del estudiante alineadas con puntos de acceso específicos. Para algunos estudiantes, el Datafolio es la forma más significativa que tienen para participar en el FSAA. Durante este proceso, el maestro puede crear una grabación digital de una lección o actividad en el aula en que un estudiante completa las tareas de evaluación. Esta grabación luego se envía a Pearson, el desarrollador de la prueba, para su puntuación. Una vez que se informa la puntuación, el registro digital se destruye de acuerdo con las políticas del estado.

Usted recibe este formulario porque:

☐ Su hijo participará en FSAA—Datafolio. Para poder utilizar las grabaciones digitales como parte de la evaluación se requiere su consentimiento firmado. El consentimiento es voluntario y puede ser revocado en cualquier momento mediante notificación por escrito al maestro de su hijo.

He leído y comprendo este pedido. Autorizo que mi hijo,_____, sea grabado digitalmente por sus maestros para el proceso de presentación de pruebas FSAA—Datafolio.

Nombre del Padre/la Madre:_____

Firma:_____ Fecha:_____

☐ Dada la naturaleza del entorno del salón de clases, su hijo puede ser (o puede haber sido) incluido accidentalmente en la grabación digital de la evaluación de otro estudiante. Si esto ocurre, se requiere su consentimiento firmado para enviar la grabación para su puntuación. El consentimiento es voluntario y puede ser revocado en cualquier momento mediante notificación por escrito al maestro de su hijo.

He leído y comprendo este pedido. Autorizo el uso de una grabación accidental de mi hijo, _____, como parte del proceso de evaluación del estudiante previsto.

Nombre del Padre/la Madre:_____

Firma:_____ Fecha:_____

☐ Un video que incluya a su hijo podría ser utilizado para capacitar a los maestros en la administración del FSAA—Datafolio. En caso de ser seleccionado para utilizar en la capacitación de los maestros, se tomarán medidas para evitar la divulgación de información personal identificable. Solo se usará el primer nombre del estudiante. El apellido del estudiante y los nombres de la escuela, el distrito y la ciudad serán eliminados. No obstante, las grabaciones digitales no se pueden editar para oscurecer o bloquear las imágenes de los estudiantes, por lo que el rostro de su hijo podría ser visible. El consentimiento es voluntario y puede ser revocado en cualquier momento mediante notificación por escrito al maestro de su hijo.

Florida Standards Alternate Assessment
DATAFOLIO

2021–2022 Formulario de consentimiento para la grabación digital

He leído y comprendo este pedido. Autorizo a que el Departamento de Educación de Florida utilice las grabaciones digitales del FSAA—Datafolio que incluyen a mi hijo_____, en los materiales de capacitación docente.

Nombre del Padre/la Madre:_____

Firma:_____ Fecha:_____

Florida Standards Alternate Assessment
DATAFOLIO

2021–2022 Katab—FSAA Anrejistreman Nimerik Fòmilè Konsantman

Non Distri an:_____ **Non Lerkòl lan:**_____

Prenon Elèv lan:_____ **Non Fanmi Elèv lan:**_____

Dat Nesans.:_____/_____/_____ **FLEID:**_____

Katab “Florida Standards Alternate Assessment (FSAA)” an—se yon metòd sistematik pou rasanble, sou aktivite elèv lan, enfòmasyon ki aliye ak kondisyon ki bay Aksè ak yon seri Pwen Espesyal (Access Points Standards). Pou anpil elèv, katab sa a se fason ki pi fè sans pou yo patisipe nan FSAA. Pandan dewoulman aktivite sa a, pwofesè an kab kreye yon anrejistreman nimerik pou yon aktivite nan klas la oubyen yon leson kote yon elèv konplete devwa evalyasyon an. Après a, yo soumèt anrejistreman sa a bay Pearson, moun ki devlope tès lan, pou yo ba li pwen. Yon fwa yo rapòte pwen elèv lan reyalize an, yo detwi anrejistreman nimerik lan, selon règleman leta etabli.

W ap resevwa fòmilè sa a, paske

☐ Pitit ou an pral patisipe nan Katab—FSAA an (FSAA—Datafolio). Konsantman sa a w siyen an nesesè pou yo ka itilize anrejistreman nimerik yo kòm yon pati nan evalyasyon an. Konsantman w lan volontè. Ou kab voye yon nòt ekri bay pwofesè pitit ou an nan nenpòt kèl moman pou w anile li.

Mwen li epi mwen konprann sa yo mande m lan. Mwen bay pèmisyon m pou pwofesè pitit mwen an, _____ , anrejistre l nimerikman pou aktivite soumisyon evidans ak “FSAA—Datafolio” an.

Non Paran an: _____ Siyati: _____ Dat: _____

☐ Akoz fason yo òganize salklas lan, se kapab pa aksidan yo te mete pitit ou an nan evalyasyon anrejistreman nimerik yon lòt elèv. Si se sa ki rive, li nesesè pou w siyen yon konsantman pou yo ka soumèt anrejistreman pou yo ba l pwen. Konsantman w lan volontè. Ou kab voye yon nòt ekri bay pwofesè pitit ou an nan nenpòt kèl moman pou w anile li.

Mwen li epi mwen konprann sa yo mande m lan. Mwen bay pèmisyon m pou m pèmèt pou yo itilize yon anrejistreman aksidantèl pitit mwen an _____ , kòm yon pati nan pwosesis evalyasyon an pou elèv sa yo te gen entansyon fè sa a.

Non Paran an: _____ Siyati: _____ Dat: _____

☐ Yo kab itilize yon video ki gen pitit ou an ladan l pou fòmasyon pwofesè nan administrasyon “FSAA—Datafolio” an. Si yo seleksyone yon video konsa pou fòmasyon pwofesè yo, y ap pran divès mezi pou evite divilge enfòmasyon pèsonèl ke lòt moun kapab idantifye. Se sèlman prenon elèv lan y ap itilize. Y ap anlve lòt enfòmasyon tankou non fanmi elèv lan, lekòl li, distri li, epi vil kote l rete an. Sepandan, yo pa kapab modifye anrejistreman nimerik yo pou yo efase oubyen kache foto elèv yo, alò konsa, moun ap kapab wè figi pitit ou an. Konsantman w lan volontè. Ou kab voye yon nòt ekri bay pwofesè pitit ou an nan nenpòt kèl moman pou w fè l konnen ke w retire konsantman sa w te bay lan.

Mwen li epi mwen konprann sa yo mande m lan. Mwen bay pèmisyon m pou Depatman Edikasyon Florida a itilize anrejistreman nimerik “FSAA—Datafolio” ki gen pitit mwen, _____, ladan li an nan materyèl pou fòmasyon pwofesè yo.

Non Paran an: _____ Siyati: _____ Dat: _____

Florida Standards Alternate Assessment
DATAFOLIO

2021–2022 TIDE Correction Form

Directions: Please complete the applicable section and submit to alternate assessment coordinator (AAC) or school level coordinator (SLC).

Add New Student or Modify Information

	Current Data:	**Enter new data for fields that require change only.**
Name:		
FLEID:		
Ethnicity		
Gender:		
Grade:		
Subjects:		
District:		
School:		
Class:		

□ Release Weekend Dates Reason: _____

□ Inactivate Student Reason: _____

Add New Teacher/School Level Coordinator (SLC) or Modify Information

	Current Data:	**Enter new data for fields that require change only.**
Name:		
ID Number:		
Role:	□ Teacher □ SLC	□ Teacher □ SLC
User Name:		
Email:		
Grade(s):		
Subject(s):		
District:		
School:		

□ Inactivate Teacher in DEI Reason: _____

Submitted by: _____

Approved? □ Yes □ No Entered? □ Yes □ No If yes, date: _____

AAC Name: _____

Signature: _____

Date: _____

Richard Corcoran
Florida Commissioner of Education