



**Florida Standards  
Alternate Assessment**

— DATAFOLIO —

**FSA—Datafolio  
Teacher Resource Guide**

**2019–2020**

This publication is produced through the Bureau of K–12 Student Assessment, Division of Accountability, Research, and Measurement, Florida Department of Education, and is available online at <http://fsaa-training.onlinehelp.measuredprogress.org/>.

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## IMPORTANT DATES

Events	Locations	Dates
2019–2020 Administration Trainings	Tampa, FL	July 24–26, 2019
Assessment View System (AVS) Opens	Online	September 4, 2019
Collection Period #1 (CP #1)	Classrooms	September 4–27, 2019
AVS Upload of CP #1 Evidence	Online	September 4–November 12, 2019
Goal Setting	Online	Upon completion of CP #1
Collection Period #2 (CP #2)	Classrooms	November 13–December 20, 2019
AVS Upload of CP #2 Evidence	Online	November 13, 2019–March 11, 2020
Collection Period #3 (CP #3)	Classrooms	March 2–27, 2020
AVS Upload of CP #3 Evidence	Online	March 2–April 3, 2020
AVS Closes at 11:59 p.m. (EST)	Online	April 3, 2020
FSAA—Datafolio Scoring	Alpharetta, GA	Spring 2020

# 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 4](#).)

Both methods of the 2019–2020 FSAA are aligned to the following by content area, course, and grade:

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

## FSAA Participation Guidelines

### Checklist for Course and Assessment Participation

IEP teams are 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 Administrative Code (F.A.C.). The IEP team should consider the student’s present level of educational performance in reference to the Florida Standards and the Next Generation Sunshine State 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 assessment. Check all that apply.

Questions to Guide the Decision-Making Process to Determine How a Student with Disabilities Will Be Instructed and Participate in the Statewide Standardized Assessment Program	YES	NO
1. Does the student have a significant cognitive disability?		
2. Even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials, does the student require modifications, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09401, F.A.C.?		
3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies, and science based on Access Points in order to acquire, generalize, and transfer skills across settings?		

If the IEP team determines that all three of the questions accurately characterize a student’s current educational situation, then the student should be enrolled in access courses and the FSAA should be used to provide meaningful evaluation of the student’s current academic achievement. If “yes” is not checked in all three areas, then the student should be instructed in the general education courses and participate in the general statewide standardized assessment with accommodations, as appropriate.

In accordance with Rule 6A-6.03331(10)(b), F.A.C., if the decision of the IEP team is that the student will participate in access courses and be assessed through the FSAA, the parents and/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 parent fails 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 administer the FSAA. The IEP should include a statement of why the student cannot participate in the general assessment and why the alternate assessment is appropriate.

For additional guidance, please consult the *Florida Standards Alternate Assessment (FSAA) Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams, June 2018*, a publication produced through the Bureau of K–12 Student Assessment, Division of Accountability, Research, and Measurement, Florida Department of Education, available online at <https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/docs/FlaAltResourceGuideIEP.pdf>.

## FSAA—Datafolio Participation Guidelines

Once the IEP team determines that a student will participate in the FSAA, 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 with no formal mode of communication.

After carefully reviewing the **Checklist for Course and Assessment Participation**, the IEP team may determine that the most meaningful evaluation of the student’s current academic achievement is through participation in the FSAA. Next, the IEP team should answer each of the following questions when determining how the student will participate in the FSAA. Check all that apply.

Questions to Guide the Decision-Making Process to Determine How the Student Will Participate in the FSAA	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.)?		
<b>Previous FSAA—PT Performance (if Applicable)</b>		
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 and/or 5. 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*, a publication produced through the Bureau of K–12 Student Assessment, Division of Accountability, Research, and Measurement, Florida Department of Education, available online at <https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/docs/FlaAltResourceGuideIEP.pdf>.

## 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 AVS. This student evidence is then scored to determine the student's performance.

### Responsible Personnel for Administration

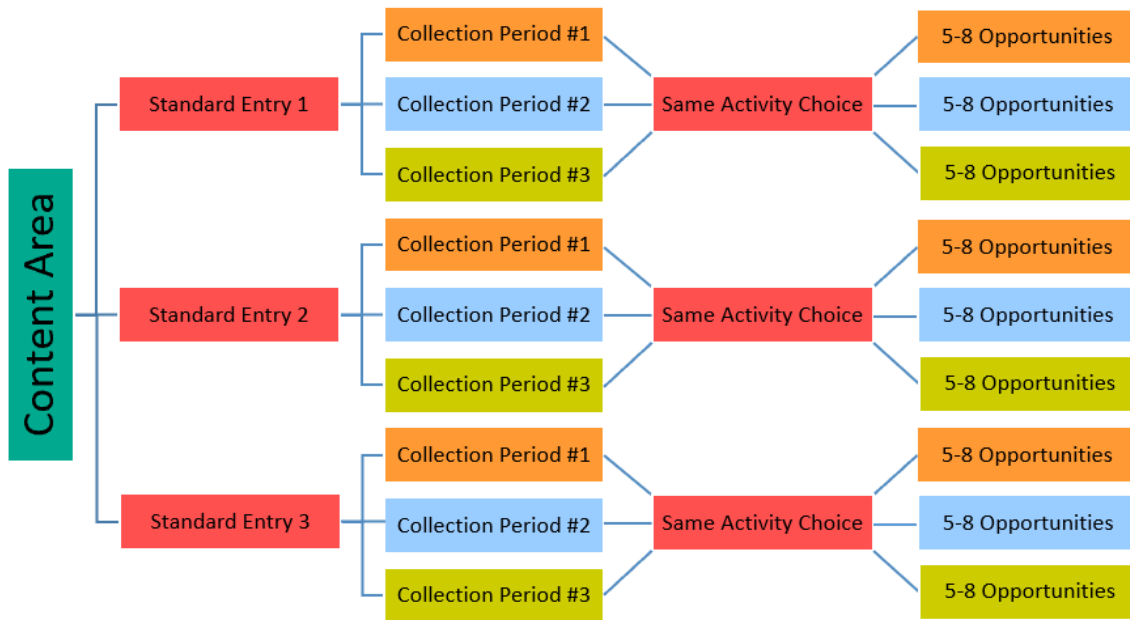
The student's exceptional student education (ESE) teacher—who has completed the FSAA—Datafolio administration training—should administer the assessment. If this is not possible, the assessment administrator must be a certified teacher or other licensed professional who has worked extensively with the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

**NOTE:** The student's entire FSAA—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 *FSA—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
<b>Non-Engagement (N)</b>	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.
<b>Physical Assistance (P)</b>	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.
<b>Gestural Assistance (G)</b>	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.
<b>Verbal Assistance (V)</b>	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.
<b>Model Assistance (M)</b>	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.
<b>Independent (I)</b>	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 the [“FSAA—Datafolio Activity Choice Differentiation Guide”](#) in Appendix C.

For additional guidance on IEPs, please consult the *Florida Standards Alternate Assessment (FSAA) Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams*, a publication produced through the Bureau of K–12 Student Assessment, Division of Accountability, Research, and Measurement, Florida Department of Education, available on the FSAA—Datafolio Portal at [https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/docs/FlaAlt\\_ResourceGuideIEP.pdf](https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/docs/FlaAlt_ResourceGuideIEP.pdf).

## 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.

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

- 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.
- 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.

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



## 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.

## 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 and Learning Resources System (FDLRS)  
<http://www.fdlrs.org/>
- Florida Diagnostic and Learning Resources System Technology Coordinating Unit (FDLRS TECH) <http://www.fdlrs.org/technology.html>
- Resource Materials and Technology Center for the Deaf and Hard-of-Hearing (RMTC-D/HH)  
<http://www.fsdb.k12.fl.us>
- 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 the [“FSAA—Datafolio Activity Choice Differentiation Guide”](#) in Appendix C.

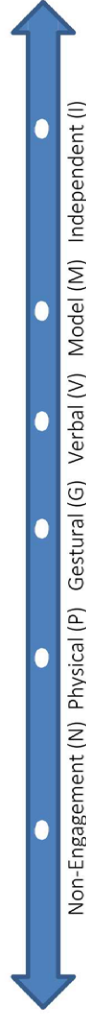


# 2019–20 FSAA—Datafolio Administration PROGRESS RUBRIC

## DEFINITIONS

- Student shows “progress” when accuracy and/or level of assistance (LOA) increase from Collection Period (CP) #1.
- Student “meets the 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 accuracy by CP #3.

## LEVELS OF ASSISTANCE (LOAs)



Possible LOA with Accuracy Progress Scores Based on Opportunities Presented					
Does <u>Not</u> 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

	1	2	3	4	5
Evidence is UNSCORABLE.	The student did not meet the LOA goal <u>and</u> 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 <u>not</u> meet the LOA goal with accuracy; <u>however</u> , demonstrated some progress from CP #1 to CP #3.	The student met the LOA goal <u>with</u> accuracy of 50% or higher by CP #3.	The student met the LOA goal with accuracy by CP #2 <u>and</u> maintained with 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 <u>and</u> exceeded the LOA goal with accuracy by CP #3.

## **Part 2: Getting Started with the Assessment View System (AVS)**

## SYSTEM REQUIREMENTS

The Assessment View System (AVS) is a web-based, encrypted platform designed to work with the existing technology infrastructure available in Florida schools. No architectural or hardware changes are required for the deployment of the AVS.

To access the AVS, 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. To ensure optimal performance:

- Computers must be able to run overnight to facilitate long uploads. Any scripted or scheduled reboots or shutdowns will cause uploads to stall.
- Computer sleep modes need to be disabled.
- 2 GB of RAM are recommended. Systems will run on computers with RAM of less than 1 GB, but this could be problematic. The network setup should:
  - o allow HTTPS traffic through any district/school proxies or firewalls (HTTP over SSL on port 443), and
  - o whitelist (or allow) the IP address corresponding to mp.behaviorimaging.com in any proxies or firewalls to avoid service interruptions.

**NOTE:** If your system does not meet the basic minimum requirements, you should contact the IT group that supports your school for help.

## Minimum Software Requirements

### Supported Operating Systems

- Windows 7 or 8 for optimal performance
- Mac OSX 10.7 or 10.8 (Lion and Mountain Lion) or greater

### Checking Windows Systems:

To find out which Windows operating system is currently running, open a web browser and navigate here: <http://windows.microsoft.com/en-US/windows/which-operating-system>

### Checking Apple Systems:

To find out which operating system is currently running, select the **Apple** menu item and then select **About This MAC**.

### Supported Browsers

- Internet Explorer 10 or higher
- Firefox: 17+ Current ESR (extended support release) (17.08+) or non-ESR release (23.01) for optimal performance
- Google Chrome 15.0+

**Check the system** by navigating to: <https://whatsmybrowser.org>

### Internet Connection Supported

- T1

## Required Software

- Java Runtime Environment (JRE) 1.6+ (may also be called Java 6)
- Adobe Flash Player 11.6+ (Most recent release is best.)
- Adobe Reader 9+ (Adobe Reader 11 recommended)

## Supported File Types

The Behavior Connect uploader applet supports the following file formats:

### Digital Recordings

- FLV, AVI, WMV, MP4, MOV, MPG, and 3GP

**NOTE:** All digital recording files will be converted by Behavior Connect to FLV format.

### Image

- JPG, PNG, and GIF

### Document

- PDF, PPT, PPTX, DOC, DOCX, XLS, and XLSX

**NOTE:** All document files will be converted by Behavior Connect to PDF format.

## 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.

## System Icons

The key below outlines the symbols, buttons, and folders used throughout the AVS.

Table 1: AVS Key	
Symbol	Functionality
	The Library icon represents the Library folder, which contains support files for download.
	The My Documents icon represents the My Files folder, a folder for a teacher or System Administrator (AAC or SLC) which contains uploaded files that are the result of a Fax Upload or an Electronic Upload where files were not linked to a specific student.
	The blue person icon represents an individual student's Student Files folder. Files that are uploaded via the Electronic Upload window and are linked to a specific student will be located in that student's Student Files folder
	The search button is found throughout the AVS and allows teachers or System Administrators to search for information within the window that is open. For example, in the Student Selector, the search field can search for a student by name.
	The refresh button refreshes the window or folder that is currently open.
	Clicking on the down arrow will expand a section of an opened window or a folder structure in the File Organizer.
	The up arrow will display after clicking on the down arrow. Clicking on the up arrow will collapse a section of an opened window or a folder structure in the File Organizer.
	The red circle with the white minus sign indicates that a requirement is missing.
	The gold star indicates a completed requirement.
	The orange #1 box indicates that the teacher has completed Collection Period #1 of the Datafolio.
	The blue #2 box indicates that the teacher has completed Collection Period #2 of the Datafolio.
	The green #3 box indicates that the teacher has completed Collection Period #3 of the Datafolio.
	Both orange #1 and blue #2 boxes indicate that the teacher has completed Collection Periods #1 and #2 of the Datafolio.
	Both orange #1 and green #3 boxes indicate that the teacher has completed Collection Periods #1 and #3 of the Datafolio.
	Both blue #2 and green #3 boxes indicate that the teacher has completed Collection Periods #2 and #3 of the Datafolio.
	Clicking the <b>X Remove</b> button will remove data/information from a section of an opened window. For example, in the student Assessment Module, clicking the <b>X Remove</b> button will remove the activity choice that was selected previously and allow the teacher or System Administrator to make a new selection.
	The pencil icon allows a System Administrator to edit a student or teacher profile.
	Clicking on the red X in the top right corner of a window will close that screen.
	Clicking on the blue question mark in the top right corner of a window will bring up a Help window, which will explain the functions that are found in the window that is currently in use.

## LOGIN AND REGISTRATION

Before the AVS is released for administration each year, all accounts are purged to maintain student security. **All users must re-register yearly.**

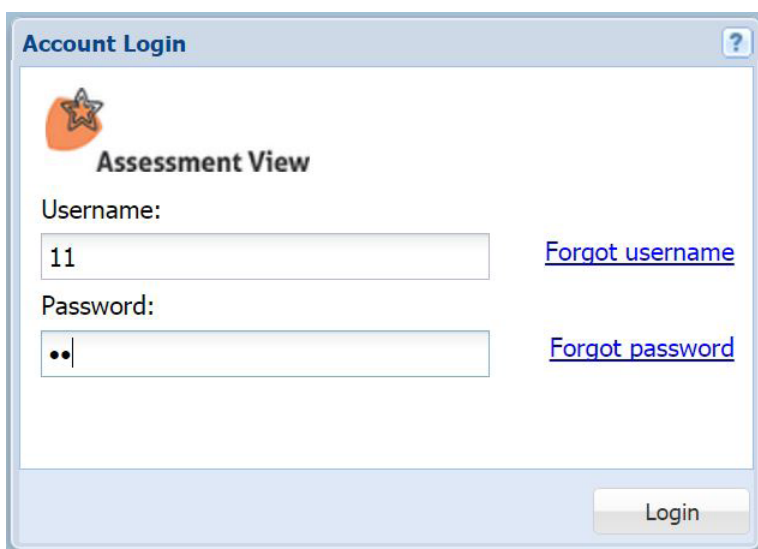
To log in to the AVS, the Alternate Assessment Coordinator, School Level Coordinator, or teacher will need to open a web browser. Please be sure to use one of the supported browsers listed under “Supported Browsers” on [page 13](#). In the address bar, enter <https://mpfl.behaviorimaging.com/av/> to navigate to the AVS home page.

### Initial Login to the AVS

#### Alternate Assessment Coordinator (AAC)

Each district’s Alternate Assessment Coordinator (AAC) of record will have their new account credentials preloaded into the system. When the AAC logs in to the AVS for the first time **each year**, he or she will enter the two-digit district code into the **Username** and **Password** fields.

**NOTE:** If an account was created from the submission of an **AVS Correction Form** (Appendix D), the password will be eight characters in length: 000000 + two-digit district code (e.g., the district 11 AAC would enter: Username: 11, Password: 00000011).



Once the AAC has successfully logged in to the system, he or she will be asked to complete the registration. See “Registration” on [page 17](#).

**NOTE:** AACs in large districts may qualify for additional district-level accounts. Contact the FSAA Service Center.

#### School Level Coordinator (SLC)

The AAC will generate SLC accounts in the AVS and communicate login credentials. When the SLC logs in to the AVS for the first time each year, he or she will enter the credentials provided by his or her AAC into the **Username** and **Password** fields.

Once the SLC has successfully logged in to the system, he or she will be asked to complete the registration. See “Registration” on [page 17](#).

## Teacher

The AAC or SLC will generate teacher accounts in the AVS and communicate login credentials. When the teacher logs in to the AVS for the first time each year, he or she will enter the credentials provided into the **Username** and **Password** fields.

Once the teacher has successfully logged in to the system, he or she will be asked to complete the registration. See “Registration” below.

The screenshot shows a window titled "Account Login" with a help icon. Inside, there is a logo for "Assessment View" and two input fields: "Username:" containing "123456" and "Password:" with masked characters. To the right of each field is a link: "Forgot username" and "Forgot password". A "Login" button is at the bottom right.

## Registration

The registration process must be completed the first time a user logs in to the AVS **each year**. Registration should be completed as soon as the AVS is released.

The required fields are indicated by an asterisk, as shown.

The screenshot shows a "Register" window with several sections:
 

- User Identification:** First Name\* (Alison), Last Name\* (Vaughan), Identification Number\* (0000000099).
- Role(s):** A dropdown menu.
- Default Login Role:** A dropdown menu set to "Alternate Assessment C".
- Contact Info:** Email\* and Confirm Email\* fields.
- Account Info:** Username\* (99), Default Password\*, and Confirm Default Password\* fields.

 A "Register" button is located at the bottom right.



### User Identification

The Register window in the AVS will pre-populate the following fields:

- First Name
- Last Name
- Identification Number

These fields are not editable. To correct this information, an **AVS Correction Form** (Appendix D) must be submitted.

### Roles

The AVS has the following school and district user role levels:

- Alternate Assessment Coordinator (AAC)
- School Level Coordinator (SLC)
- Teacher
- Student

Each user will be assigned one primary user type role.

### Default Login Role

The Register window will present the assigned user role.

Occasionally, a user will require an additional user role (e.g., a teacher who has been designated as the SLC for his or her school). Users who have more than one role assigned may select which role he or she would like the AVS to default to by selecting from the Default Login Role drop-down menu during registration.

### Contact Information

To access the AVS, the user will be required to enter and confirm their district-assigned email address. By registering a unique district-level email address, the user is able to retrieve the password or username quickly right from the website.

### Account Info

The account information area is where the user will enter a new username and password.

- The **username** must be unique. The system will present a notification if the username chosen is already in use. The system will pre-populate the **Username** field with the default username. It is recommended that the username be changed to something personalized, but it is not required.
- The **password** must be changed to something unique.

**NOTE:** The new password must be at least eight characters long. This password will become the default system password through April 3, 2020, when the system closes and accounts will be deactivated.

## Verify Information and Submit

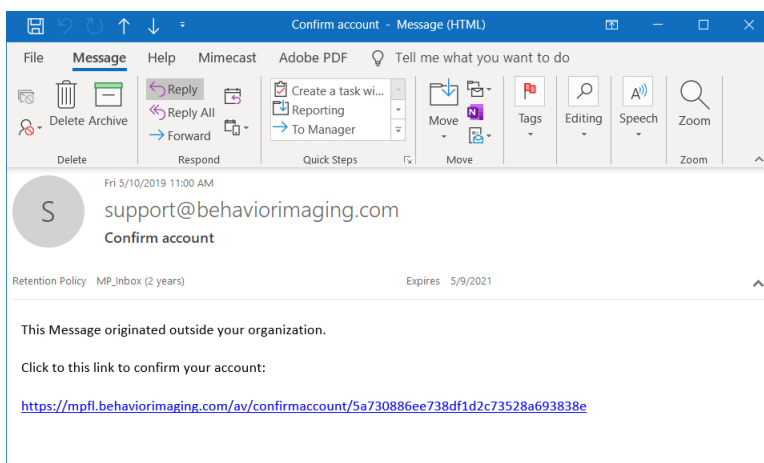
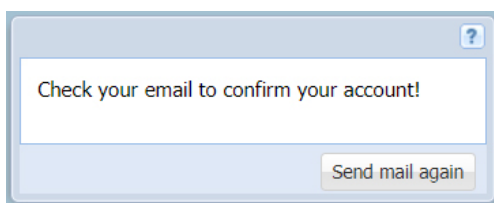
Review the registration form to ensure that all required fields are complete before submitting the form.

**NOTE:** A red exclamation point indicates that data entered in the registration form field does not meet the information requirement. When hovering a mouse cursor over the exclamation point, a message will appear detailing the issue that needs resolution.

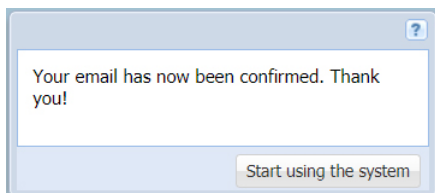
After verifying that the form is complete and accurate, click **Register**.

## Confirm Email and Complete Registration

A confirmation email will be sent to the email address provided during registration. Open the email and click on the link provided to confirm the email account. If you do not receive an email, check your junk or spam folder and ensure that <https://mpfl.behaviorimaging.com/av/> has been whitelisted.



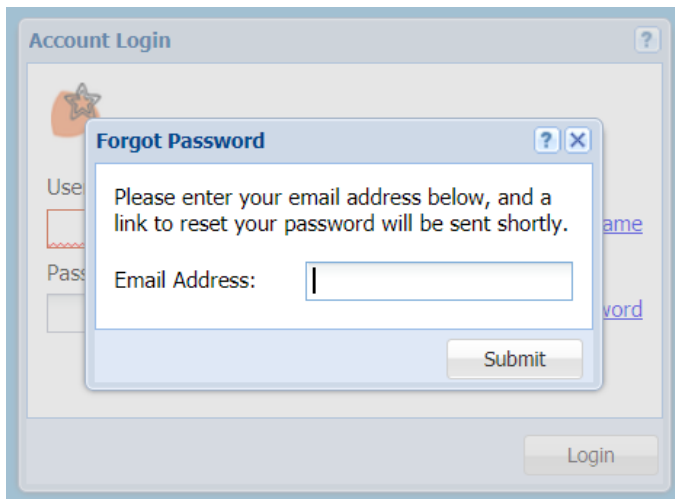
Once the email is confirmed, users may access the system by clicking **Start using the system**.



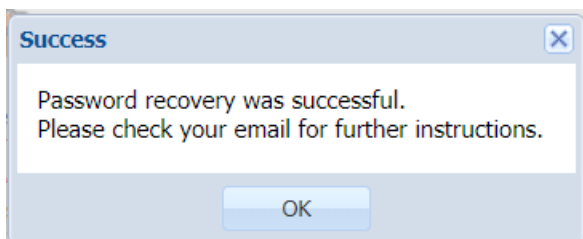
## Forgot Username/Password

If users forget their username or password after registration is complete, they can retrieve that information by clicking on one of the the links on the account login window.

1. Click on the **Forgot username** or **Forgot password** link.
2. A new window will appear. Enter the registered email address.



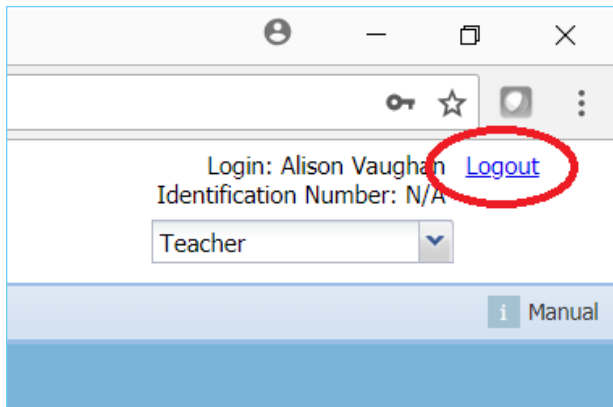
3. Click **Submit**, and the username or password information will be emailed. If you do not receive an email, check your junk or spam folder and ensure that <https://mpfl.behaviorimaging.com/av/> has been whitelisted.
4. The Success window will appear, confirming the successful submission of the username or password request.



5. Click **OK** to return to the login page.

## Logout

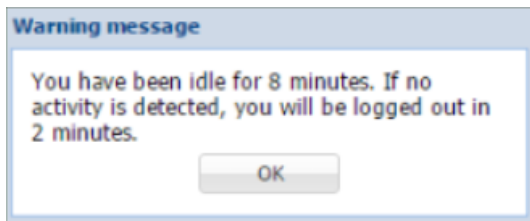
To maintain student security, users must log out of the AVS after each session. The Logout link is located in the top right corner of the AVS screen. Each time users return to the AVS, the login procedures must be followed.



## Auto Logout (Timing Out)

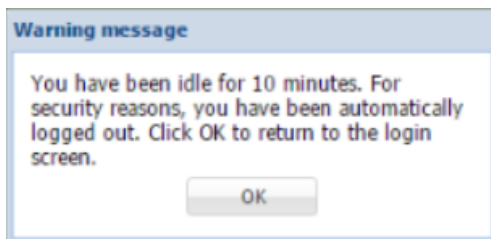
The AVS will time out if there has been no activity within the system for 10 minutes.

After eight minutes, a warning message will notify the user that the system is about to time out.



Click **OK** to continue using the system and reset the activity timer.

After 10 minutes of inactivity, another message will indicate that the system has detected no activity and that the user will be logged out.

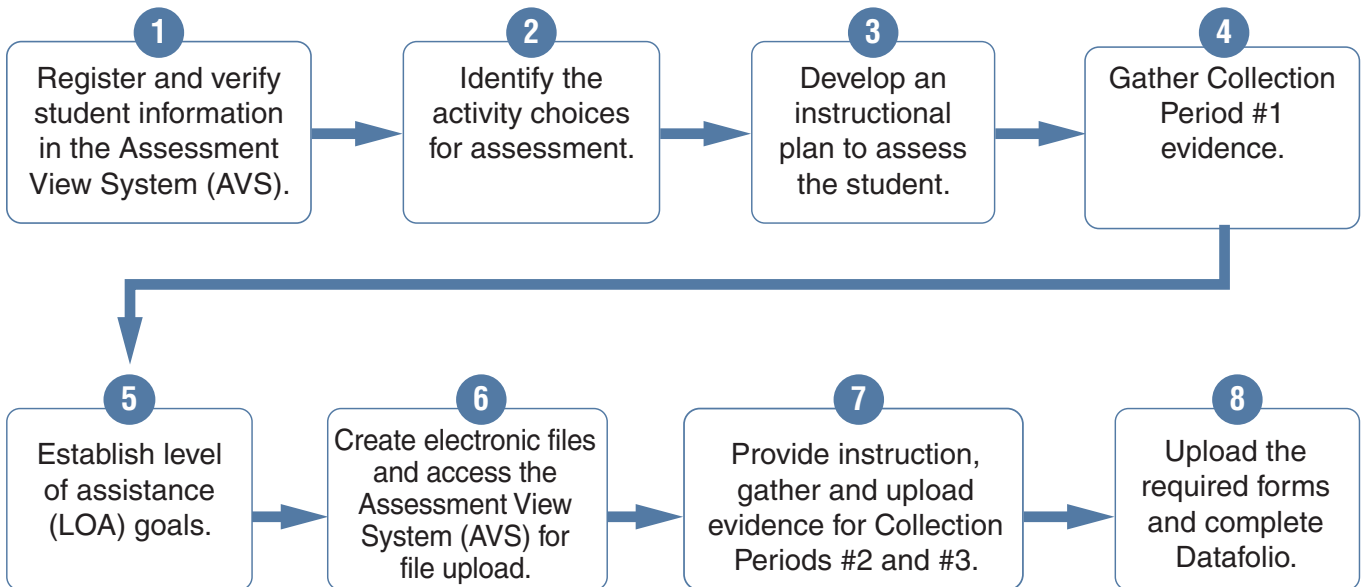


Click **OK** to return to the login page.

## **Part 3: The FSAA—Datafolio Administration Process and Assessment View System (AVS) for Teachers**

STEPS TO SUCCESS	
1	Register and verify student information in the Assessment View System (AVS).
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 Assessment View System (AVS) for file upload.
7	Provide instruction, gather and upload evidence for Collection Periods #2 and #3.
8	Upload the required forms and complete Datafolio.

### STEPS TO SUCCESS



## STEP 1: REGISTER AND VERIFY STUDENT INFORMATION IN THE ASSESSMENT VIEW SYSTEM (AVS)

The AVS will open on **September 4, 2019**. Teachers must register in the AVS before accessing the system (see [“Part 2: Getting Started with the Assessment View System \(AVS\)”](#)).

### Verifying Student Data

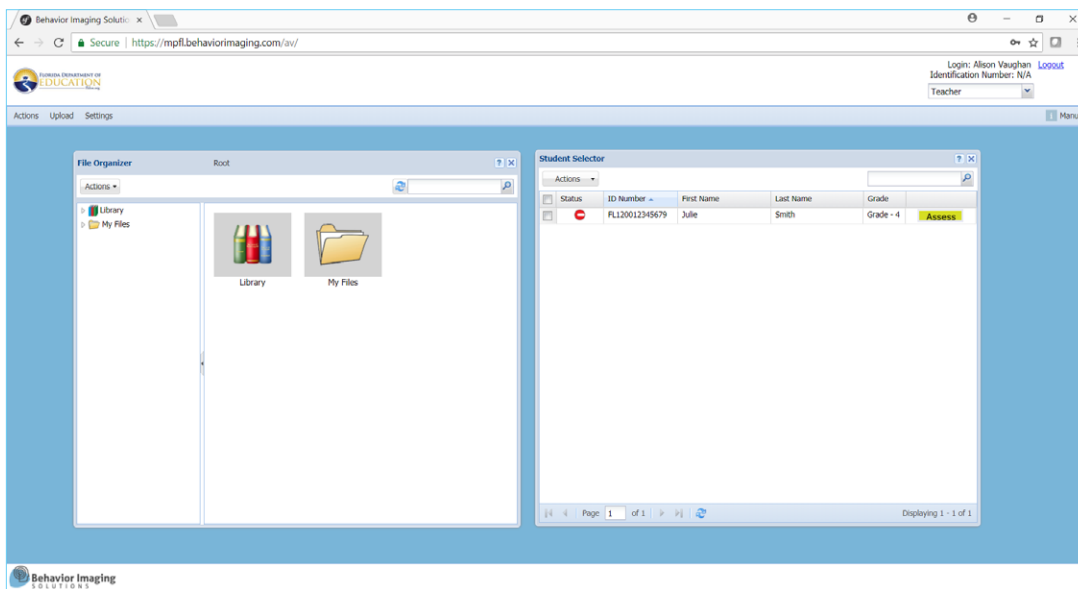
Once teachers have registered, they must log in to the AVS and verify that the

- student selector (roster) displays the correct students;
- student demographic information is correct (FLEID, first name, last name); and
- student grade, content, and course assignments are correct.

### Landing Page

Once registration is completed and the email address has been successfully confirmed, the teacher will be navigated to the AVS landing page, as shown below. The AVS landing page presents two windows:

- **File Organizer**
- **Student Selector**



**NOTE:** If the **File Organizer** and/or **Student Selector** windows are closed, the teacher may open them from the Actions menu. Refer to “AVS Actions Menu” on [page 40](#).

### Login and Identification Number

In the upper right corner of the screen, **Login** and **Identification Number** are displayed. The **Logout** link is also found in the upper right.

- The **Login** is the username registered upon initial login and registration.
- The **Identification Number** dynamically populates a FLEID when the teacher opens a student record from the Student Selector. The **Identification Number** will present as N/A upon login.

## Menu Bar

The menu bar gives the teacher access to three system menus. The menu bar functions will be discussed in more detail in “Submitting Collection Period #1 Evidence into the AVS” beginning on [page 40](#).

- **Actions:** This menu provides access to the main system windows that will be used by the teacher to complete assessment tasks.
- **Upload:** This menu provides the teacher with options for uploading files into the AVS.
- **Settings:** This menu provides the teacher with access to his or her user profile.

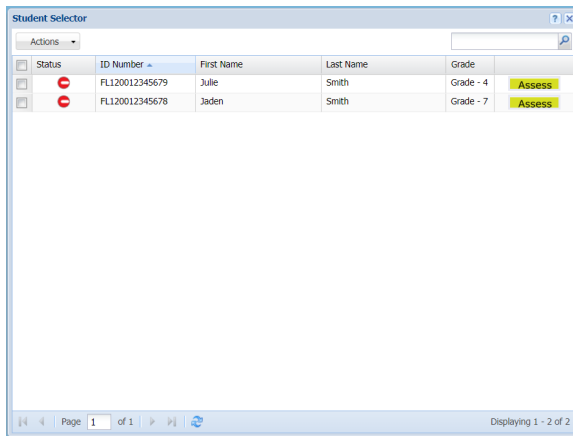
## Manual

The *FSAA—Datafolio Teacher Resource Guide* (TRG) can be accessed through the **Manual** link on the right side of the menu bar.

## Student Selector (Student Roster)

The **Student Selector** will automatically open on the AVS landing page when the teacher logs in. If this window is closed, the teacher can reopen it.

1. Click on **Actions** from the menu bar.
2. Then click on **Student Selector**.



Status	ID Number	First Name	Last Name	Grade	Assess
<input type="checkbox"/>	FL120012345679	Julie	Smith	Grade - 4	Assess
<input type="checkbox"/>	FL120012345678	Jaden	Smith	Grade - 7	Assess

The **Student Selector** displays a list of students who are assigned to the teacher for assessment. The teacher must review the assigned students to ensure that the list is accurate and complete.

Verify the following for each student:

- **FLEID:** Ensure that the 14-digit alphanumeric code is correct. (The FLEID must include ALL characters including the letters F and L and any leading zeros.)
- **First and Last Name:** Ensure that it is the correct name registered with the Florida Department of Education.
- **Grade:** Ensure that it is the correct grade used with the Florida Department of Education.
- **Content and Course Assessments:** Ensure that the content assigned to the student is correct based on grade and enrollment.

The content can be viewed in the Assessment Module by clicking the **Assess** button from the Student Selector.

**NOTE:** If any student information is incorrect or missing (e.g., missing students, students listed are no longer participating, student name or grade errors) in the AVS, teachers must submit an **AVS Correction Form** to their System Administrator.



### Correcting Student Information

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

This form must also be submitted for any student listed in the AVS who will NOT be tested during the academic year. The student will be moved to inactive status within the AVS. 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 and modify any student or teacher account. For SLCs, that ability is restricted to the school level. AACs have district-wide privileges. Any changes that require new student additions or transfers from another district will require the AAC to submit the form to Measured Progress for processing.

### 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 AVS Correction Form and submit it to the district AAC to have the student transferred with the AVS.

If a student transfers from out of state, the receiving teacher will need to complete the **AVS Correction Form** and submit it to the district AAC to have the student entered into the AVS. If the student transfers after the completion of Collection Period #1, the teacher will also need to complete the **Late Enrollment Form** (Appendix D) and submit it as the first page of evidence for the initial collection period for which the student is eligible to participate in the FSAA—Datafolio.

If a student not currently participating in the FSAA—Datafolio administration becomes eligible to participate in the FSAA—Datafolio based on IEP team determination after the end of Collection Period #1, the teacher will need to complete the **Late Enrollment Form** (Appendix D) and submit it as the first page of evidence for the initial collection period for which the student is eligible to participate in the FSAA—Datafolio.

## STEP 2: IDENTIFY THE ACTIVITY CHOICES FOR ASSESSMENT

### Review the FSAA—Datafolio Blueprint & Activity Choices

As discussed in “Assessment Design” on [page 6](#), 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 the “FSAA—Datafolio Activity Choice Differentiation Guide” in Appendix C.

### Example: FSAA—Datafolio Grade 3 ELA Blueprint

Reporting Category	Domain/Strand	Genre	Cluster 1: Key Ideas and Details			
			STANDARD CODE	Standard: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
			ACCESS POINT CODE	Essential Understandings	Activity Choices	Examples
Key Ideas and Details	Reading Literature	Literature	LAFS.RL.1.1	Access Point Standard: Answer questions related to characters, setting, events, or conflicts.  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
			LAFS.RL.1.AP.13		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*, a publication produced through the Bureau of K–12 Student Assessment, Division of Accountability, Research, and Measurement, Florida Department of Education, available online at [https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/docs/FlaAlt\\_ResourceGuideIEP.pdf](https://fsaa-training.onlinehelp.measuredprogress.org/wp-content/uploads/sites/8/docs/FlaAlt_ResourceGuideIEP.pdf).

For additional examples of how activity choices can be administered, please refer to the “[FSAA—Datafolio Activity Choice Differentiation Guide](#)” in Appendix C.

## 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.

### 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 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 26](#) 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 27, 2019.**

### 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 datafolio.

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 AVS. 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 FSAA—Datafolio Evidence Collection Form certifying that the assessment was completed in the manner described.

## 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 “AVS Upload Menu: Uploading Digital Evidence and Required Forms” on [page 41](#).
- Teachers should consult their technology coordinator about the tools available in their schools and districts. The system requirements are detailed in “System Requirements” on [page 13](#).

**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 submitted within the AVS 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 **FSAA—Datafolio Digital Recording Consent Form** must be included for each student in the digital recording.

### 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 Forms for Digital Recording

A signed **FSAA—Datafolio Digital Recording Consent Form** (Appendix D) is required for each student in a digital recording for the evidence to be used during scoring. Teachers must obtain parent/guardian consent via this form prior to creating a digital recording. These signed forms must be submitted through the AVS. Spanish and Haitian-Creole forms of the Digital Recording Consent Form are available in Appendix D.

**NOTE:** If any FSAA—Datafolio 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 may be recorded on the evidence itself or entered in the AVS. 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 AVS. 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 (through the **Late Enrollment Form** in Appendix D). 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 AVS.

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 AVS. Refer to “Entering Data Requirements in the Assessment Module” on [page 51](#) for additional information on documenting goals in the AVS.



### Guidance for Setting a Level of Assistance (LOA) Goal

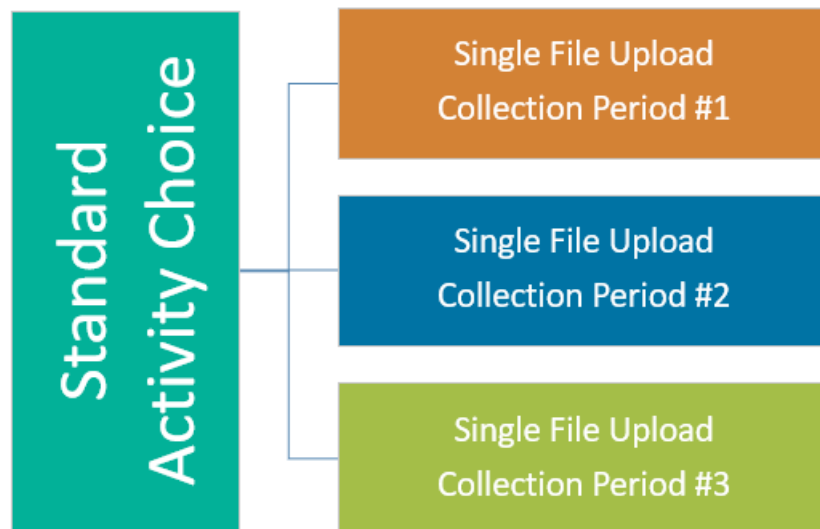
Level of Assistance (LOA) During Baseline Collection Period	Accuracy Score	Recommended LOA Goal
Non-Engagement (N)	Less than 51%	Physical (P)
	51% or greater	
Physical (P)	Less than 51%	Physical (P) or Gestural (G)
	51% or greater	Gestural (G)
Gestural (G)	Less than 51%	Gestural (G) or Verbal (V)
	51% 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 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 ASSESSMENT VIEW SYSTEM (AVS) FOR FILE UPLOAD

### Creating Electronic Files

In the AVS, for each standard activity choice, the system allows one file upload 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 30](#).



### Observation and Work Product Evidence

Observation and work product evidence may consist of multiple pages and/or mixed media (e.g., PDF, Word document, JPG, etc.) that will need to be combined into a single document for upload into the AVS.

#### 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, PNG, and GIF
- **Document** — PDF, PPT, PPTX, DOC, DOCX, XLS, and XLSX

**NOTE:** All document files will be converted within the AVS to PDF format.

## Creating a Single Upload File

If the collection period evidence contains multiple separate documents (such as the Evidence Collection Form and student evidence pages) saved as hard copies or separate electronic files, the documents will need to be combined.

### Hard Copy Pages

Teachers may choose to print hard copies for use during administration. Teachers can then fax the pages following the procedure outlined on [page 41](#), or they may choose to scan the documents to create one electronic PDF file for upload. Care should be taken to order the pages correctly when feeding the pages in the fax machine or printer.

### Multiple PDF Documents

If each page is already saved as a separate PDF file, combine them into one electronic file using PDF merging software such as Adobe Acrobat Pro.

A variety of free PDF-merging software is available online (e.g., PDFmerge <https://www.pdfmerge.com>). To ensure the security of student information and work, the software must be downloaded for use on the computer PRIOR TO uploading secure student materials.

- DO NOT UPLOAD STUDENT WORK TO A WEBSITE.
- Some districts have restrictions on downloads that will require assistance from technical staff within the district.
- If the evidence is any file type other than a PDF, such as a JPG, PNG, or DOC, the file(s) must be converted to PDF before using a PDF merger.

### JPGs and Other File Types

If the student evidence was collected in various file formats such as JPG or PNG, insert or copy and paste the images, in order, into a Microsoft Word document and save the file. When the file is uploaded into the AVS, it will be converted within the AVS to a PDF.

If further instruction is needed regarding preparing evidence for uploading, please contact the FSAA Service Center for assistance.

## 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:

- FLV, AVI, WMV, MP4, MOV, MPG, or 3GP

**NOTE:** All digital recording files will be converted within the AVS to FLV format.

## Creating a Single Upload File

If the video has been captured on multiple days as separate videos, the files will need to be edited into a single digital recording. A variety of free merging software is available (e.g., Shotcut <https://www.shotcut.org>). Windows 10 users can edit digital files using the free Microsoft Photos software. Apple users can use Apple iMovie to create and edit digital recordings.

- DO NOT UPLOAD STUDENT WORK TO A WEBSITE.
- Some districts have restrictions on downloads that will require assistance from technical staff within the district.

## Capturing the Evidence Collection Form

In order for digital recordings to be scored, the information from the Evidence Collection Form (Appendix D) must be submitted with each recording that is uploaded into the AVS. Refer to “View Files and Validate Information” on [page 52](#) when transferring your information from the forms into the AVS.

## 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			
<b>StudentName_StandardCode_ActivityChoice_CollectionPeriod</b>			
<p><b>Example:</b></p> <p style="text-align: center; color: red;">jsmith_lafs.910.l.3.4_choice1_cp1</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: 100px;">Student Name</div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: 100px;">Standard</div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: 100px;">Activity Choice</div> <div style="border: 1px solid gray; border-radius: 10px; padding: 5px; width: 100px;">Collection Period</div> </div>			
Naming Convention	Description	# of Characters <small>Note: Spaces are considered 3 characters when naming files.</small>	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.3.0a.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.
<p>Please follow the naming conventions in the order specified above for each evidence file. All characters should be lowercase.</p> <p>The example on the right shows a complete math standard evidence set spanning from Collection Period #1 through Collection Period #3.</p> <p>Please note: 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.</p> <p>The example on the right shows documents created in Microsoft Word, and includes the file extension .docx that was automatically generated when the files were saved.</p>			<p><b>Sample Math Evidence Collection File Set</b></p> <p>jsmith_mafs.3.0a.4.8_choice1_cp1.docx</p> <p>jsmith_mafs.3.0a.4.8_choice1_cp2.docx</p> <p>jsmith_mafs.3.0a.4.8_choice1_cp2.docx</p> <p><i>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.</i></p>

## Submitting Collection Period #1 Evidence into the AVS

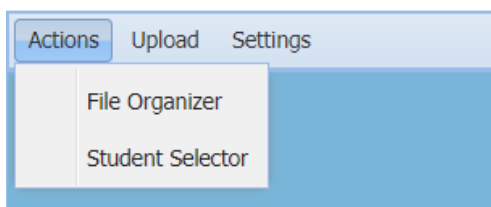
Once teachers have completed CP #1 (Steps 1–5) and the electronic files are created, teachers must log in to the AVS to upload files and enter the data collection requirements (including goal setting) by November 12, 2019.

### AVS Actions Menu

The File Organizer and Student Selector will automatically open on the AVS landing page when a teacher logs in.

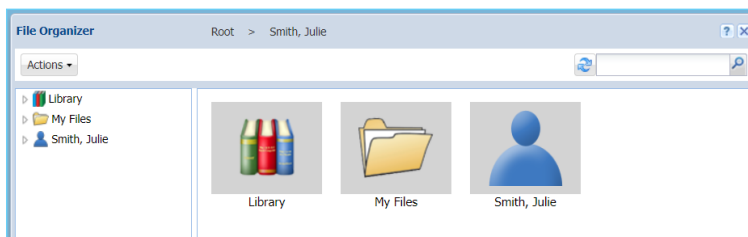
If either of the windows is closed, the teacher can reopen the **File Organizer** or **Student Selector** from the **Actions** menu on the landing page menu bar.

1. Click on **Actions**.
2. Then click on **File Organizer** or **Student Selector**.



### File Organizer

In the File Organizer, there are two subfolders: Library and My Files. Once evidence has been uploaded for a specific student, a Student Files folder for that student will also be available.



#### Library

The Library folder is used to house resource materials or document templates (e.g., Ethics in Data Collection and Submission Form).

#### My Files

The My Files folder is a local system folder that contains all files uploaded via Fax Upload or Electronic Upload that are not assigned to a specific student.

The search field in the upper right of the File Organizer will use the entered criteria to search the title of files from the selected folder.

- All documents and files uploaded will be located here unless files are uploaded directly to the student Assessment Module or the Student Files folder. See “AVS Upload Menu: Uploading Digital Evidence and Required Forms” below.

## Student Selector

The Student Selector will automatically open on the AVS landing page when the teacher logs in. If this window is closed, the teacher can reopen it from the Actions menu. The Student Selector is where the teacher will see a list of the assigned students.

The student Assessment Module is launched from the Student Selector. This is discussed in more detail in the “Assessment Module: Student Datafolio” section.

## AVS Upload Menu: Uploading Digital Evidence and Required Forms

All work must be digitally created or converted to digital format prior to uploading into the AVS. Refer to “Creating Electronic Files” on [page 36](#).

There are three ways for teachers or district staff to upload files:

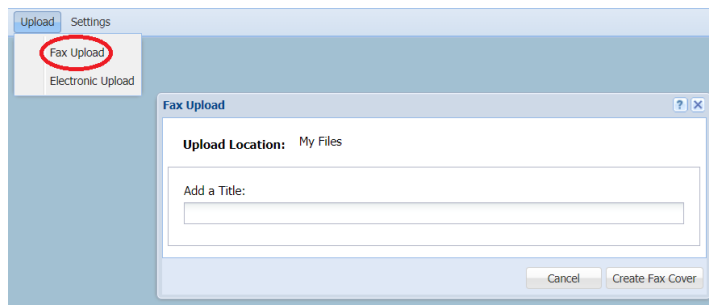
- Fax Upload
- Electronic Upload ([page 43](#))
- Behavior Capture App ([page 46](#))

## Fax Upload

For teachers who are not able to create one digital file for electronic upload, the **Fax Upload** option is available. To fax the activity choice evidence, teachers must produce and print a fax coversheet from within the AVS.

### Creating the Fax Coversheet

1. From the **Menu bar**, click on **Upload**.
2. Then select **Fax Upload** from the drop-down menu.



3. Enter the file name in the **Add a Title** field. Refer to “Naming Evidence Files (File Naming Convention)” on [page 39](#).
4. Click on **Create Fax Cover**.

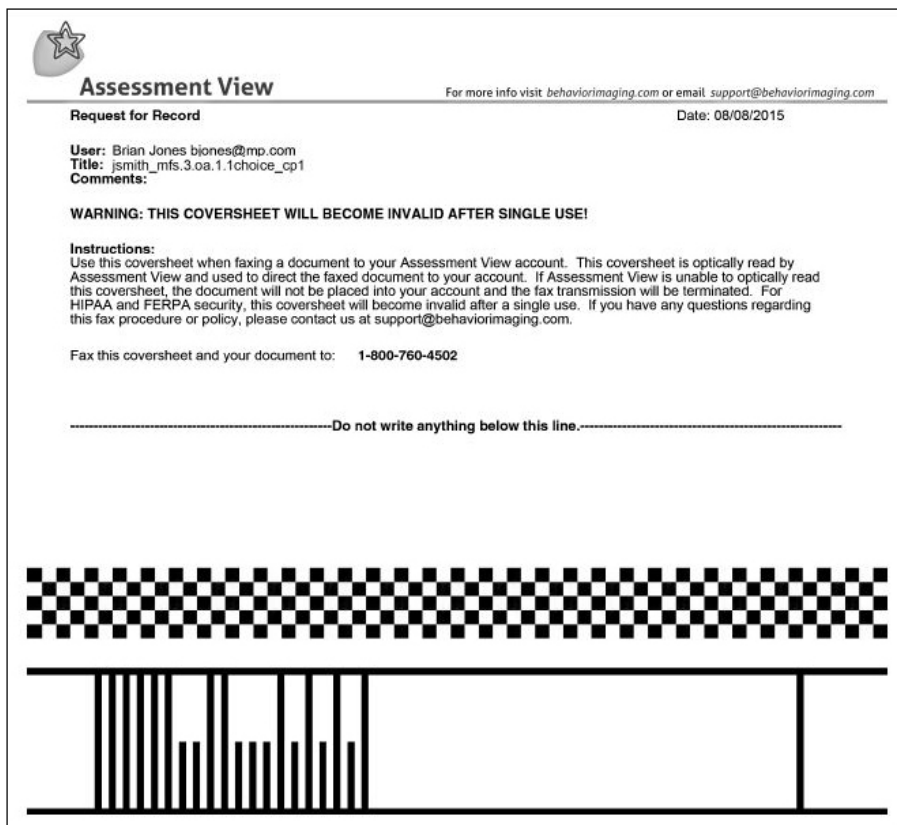
**NOTE:** The title that the teacher enters into the Fax Upload window will print on the fax coversheet. This must be completed to ensure that the teacher knows which coversheet belongs specifically to which student and activity choice entry. **Each entry needs a unique fax coversheet.**



- The next message will ask to open or save the file. Select **Open** and then click **OK**.

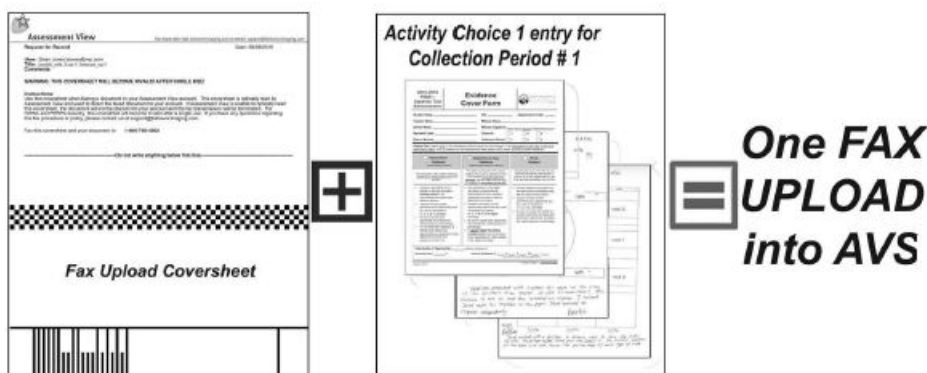
**NOTE:** The fax coversheet is a PDF file. Refer to “Required Software” on [page 14](#) to ensure that the system is running the correct Acrobat Reader version.

- Print the fax coversheet.



The image shows a 'Request for Record' form from Assessment View. At the top left is a star logo. The title is 'Assessment View' and the subtitle is 'Request for Record'. On the right, it says 'For more info visit [behaviorimaging.com](http://behaviorimaging.com) or email [support@behaviorimaging.com](mailto:support@behaviorimaging.com)' and 'Date: 08/08/2015'. The user information is: 'User: Brian Jones bJones@mp.com', 'Title: jsmith\_mfs.3.0a.1.1.choice\_cp1', and 'Comments:'. A warning states: 'WARNING: THIS COVERSHEET WILL BECOME INVALID AFTER SINGLE USE!'. Instructions follow: 'Instructions: Use this coversheet when faxing a document to your Assessment View account. This coversheet is optically read by Assessment View and used to direct the faxed document to your account. If Assessment View is unable to optically read this coversheet, the document will not be placed into your account and the fax transmission will be terminated. For HIPAA and FERPA security, this coversheet will become invalid after a single use. If you have any questions regarding this fax procedure or policy, please contact us at [support@behaviorimaging.com](mailto:support@behaviorimaging.com).' The fax number is '1-800-760-4502'. A dashed line indicates 'Do not write anything below this line.' Below this is a large black and white checkerboard pattern, followed by a barcode.

- Follow the instructions printed on the Fax Upload Coversheet to fax your evidence together as one document.



**NOTE:** Do not stack faxes on top of each other. The fax will only read the top coversheet for routing. It will create one digital file. For example, the evidence entry for Activity Choice 1 and the evidence entry for Activity Choice 2 must have two fax coversheets and be faxed at separate times.

8. The AVS will take the fax and create one digital PDF file.

**NOTE:** The system takes time to process and migrate faxes. It may take an hour to three days for faxes to process, depending on the volume of teachers submitting faxes and how many are currently in the queue.

9. Teachers must verify that the new digital file is visible in the **My Files** folder.
  - Exit any open windows.
  - Click on **Actions** in the upper left corner and select **File Organizer**.
  - Double-click on **My Files** and locate your faxed files.
10. Repeat the fax upload process for each piece of evidence to be uploaded.

**NOTE:** Each piece of evidence needs a separate and unique Fax Upload Coversheet from the online system. Do not reuse the same coversheet for evidence.

## Electronic Upload to My Files or Student Files Folders

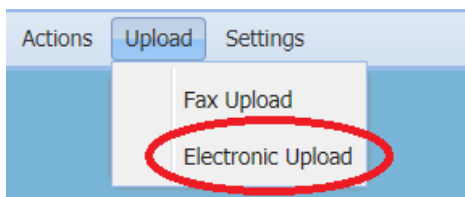
There are two methods for uploading electronic files.

1. **Electronic Upload:** Upload files to the teacher- or student-specific file folders. Refer to “Upload: Electronic Upload from Main Menu” below.
2. **Assessment Module:** Upload directly to the student’s Assessment Module in the correct activity choice entry area. Refer to “Electronic Upload: Adding Evidence to Activity Choice Entry” on [page 51](#).

### Upload: Electronic Upload from Main Menu

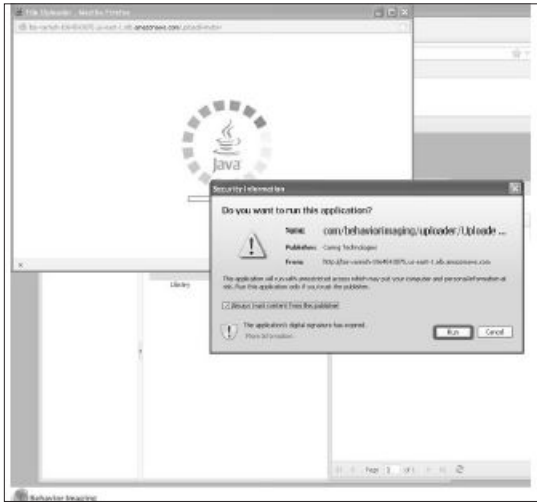
Teachers can use the **Electronic Upload** window to upload and route digital files to teacher- or student-specific file folders. Teachers will

1. Click on **Upload**.
2. Select **Electronic Upload**.



**NOTE:** If a security warning appears after selecting Electronic Upload, click **Run**.

## Security Warning

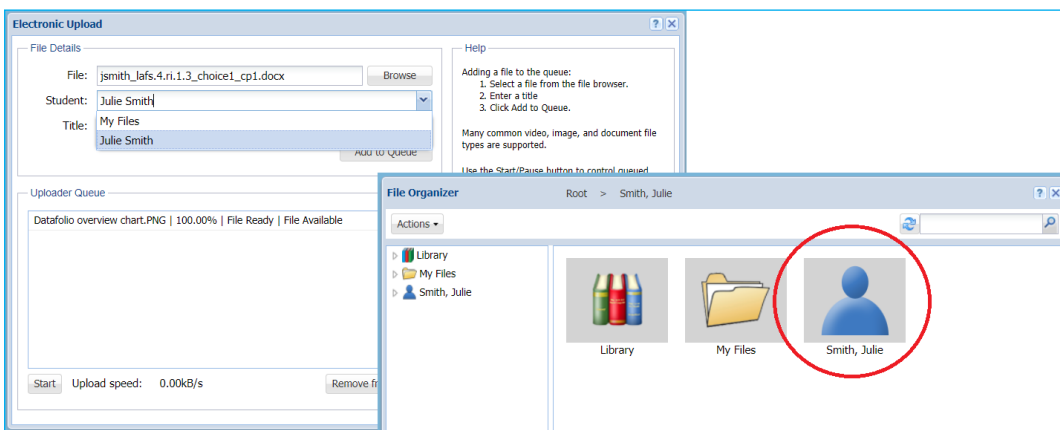


## Enter File Details

3. Click the **Browse** button and locate the files that are stored on the computer (e.g., Desktop, My Documents, Network, etc.).
4. Double-click on a file to load it into the **File** field.

**NOTE:** The system will automatically populate the **Title** field with the same file name. This will be the title (file name) that is visible in the AVS. Do not change the title unless an error was made when originally naming the file prior to upload.

5. Select a location to save the file from the **Student** field. Choose an option from the **Student** drop-down menu as shown below.
  - **My Files:** This choice will drop the selected file into the teacher’s folder in the File Organizer.
  - **Student Name:** This choice will drop the selected file into your selected Student Files folder within the File Organizer to be routed to the Assessment Module later.

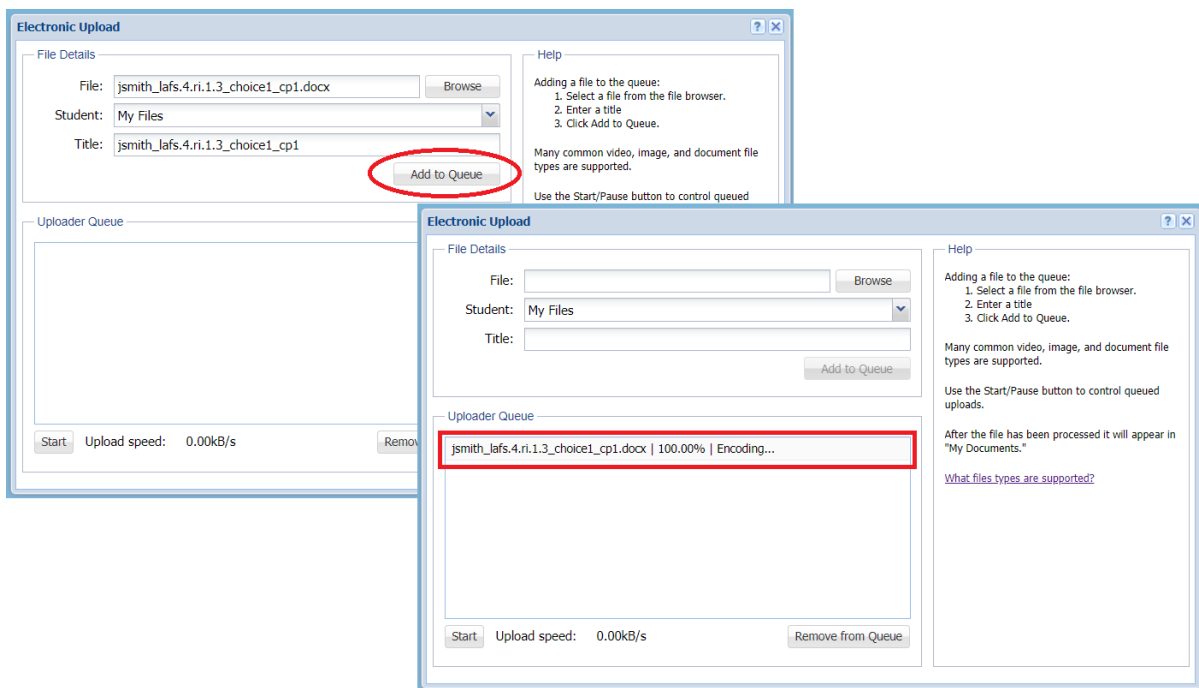


**NOTE:** The next time the teacher opens the uploader, it will remember the last STUDENT selection that was made. Be sure to upload files to the correct folder to avoid confusion later.

- After selecting a student, click **Add to Queue** to start the upload. Progress of the upload for each file can be monitored in the **Upload Queue** pane.

The file(s) status will read either *Uploading* or *Preparing to Process*. Depending on the size of the files in the queue, there will be a varying amount of wait time for the *Uploading* and *Preparing to Process* steps to complete.

- If any files are in the *Uploading* state within the **Upload Queue**, the button will say *Pause*. Clicking the **Pause** button pauses all files in either of these two states and displays them as Paused. When paused, the button label changes back to **Start**. Click **Start** to resume the paused uploads.
- Once all files have uploaded, they are transitioned to the *Preparing to Process* state. The button label changes back to **Start**. It will continue to say **Start** until one or more files are added to the queue.
- Once the file is ready, the **Upload Queue** will read “*file.name/100.00%/File Ready/File Available.*”



- If the wrong file is selected, teachers can remove it by clicking on the file in the upload queue and then clicking **Remove from Queue**.

**NOTE:** Do not **X** out (or close) the Electronic Upload window while there are active uploads. Closing the window will pause the upload process until the window is opened and the uploading process resumes.

**NOTE:** When uploading electronic files, ensure that adequate time is provided for the upload to complete. Digital recordings will usually take longer to upload than Word documents or PDFs.

## Behavior Capture App

The Behavior Capture App is an application compatible with Apple devices. It allows teachers to securely capture and upload video evidence directly to the user's My Files folder. Simply record evidence, select the digital recording to upload, and log in to directly upload the digital recording to the teacher account.

**NOTE:** To ensure student security, this app may **only** be used on approved school or district Apple devices.

### Preparing Systems for Digital Recording

1. Download the Behavior Capture App at:  
<https://itunes.apple.com/us/app/behavior-capture/id781632995?mt=8>
2. Compatibility: The app will only function on a device with iOS 7.0 or later. It is compatible with the iPhone, iPad, and iPod touch.

### Exploring the Behavior Capture App

#### User Log In to App

1. Fill in Account Name: MPFL
2. Enter the AVS username and password to upload to the teacher's AVS account. The files will load to that teacher's My Files folder.

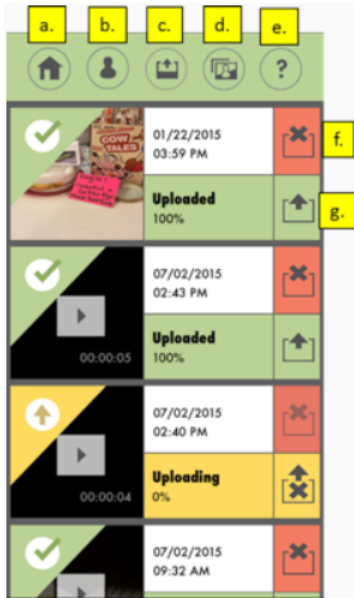
#### Recording Screen



- a. Access Upload Menu
- b. Switch Camera (Front/Back)
- c. Buffer-Length sets how far back the capture will include before pressing record (0, 1, 3, 5 min.)
- d. Press to Record/Stop
  - When in recording mode, the screen will be outlined in green.
- e. Set an Auto-Stop length of 3 min.

**NOTE:** The system allows for longer recording times (3, 5, 10, 60 min.), but only the first 3 minutes of any recording will be scored.

### Uploading Screen

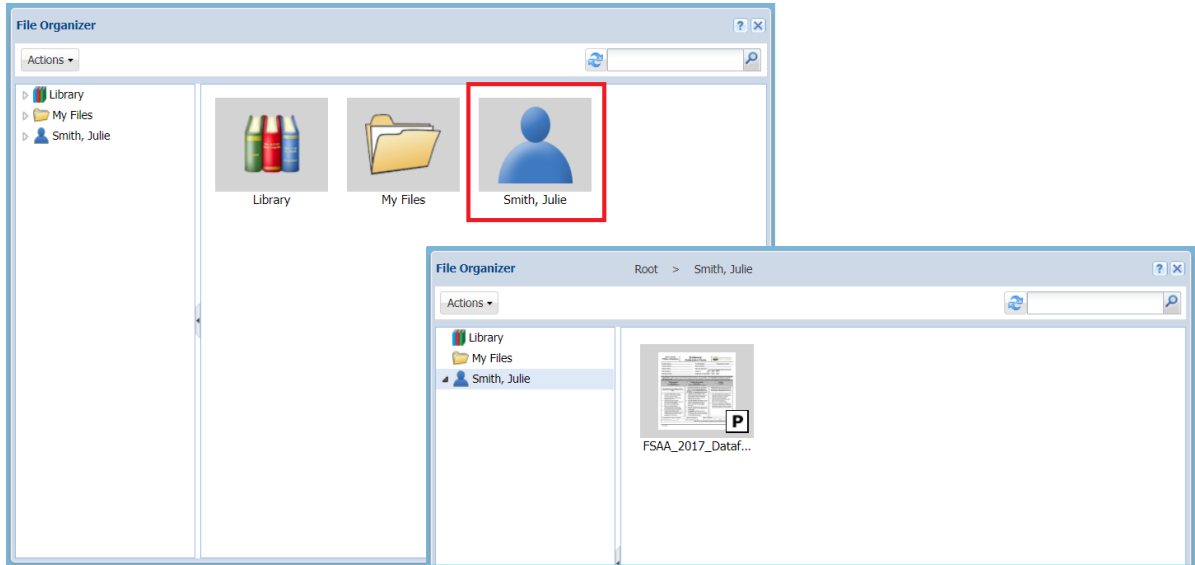


- a. Home – Return to the recording screen
- b. Login/Logout
- c. Upload Screen/Menu
- d. Upload Photos/Digital Recording from the iOS device Public Camera Library.
  - Select a file from the Public Camera Library. This will load the file into the AVS uploader.
  - Pop-up HIPAA: It is recommended to delete the file from the Public Camera Library.
- e. Help Section
  - HIPAA Best Practices
  - Knowledge Base
  - Contact Support
- f. Delete File
- g. Upload Status
  - Not Uploaded – Gray
  - Awaiting/Uploading – Yellow
  - Uploaded – Green

## Verify That Files Were Successfully Uploaded

To verify that files have uploaded,

- Exit the Electronic Upload window by clicking on the **X** in the upper right corner.
- **File Organizer > My Files:** Open the File Organizer using the steps for accessing the “File Organizer” on [page 40](#) and double-click on the **My Files** folder to view files that were uploaded successfully to My Files.
- **Student Files:** Double-click on the student’s name in the student selector, and then select the **File Organizer** window. Double-click on the blue icon of the student’s name to view the uploaded files.

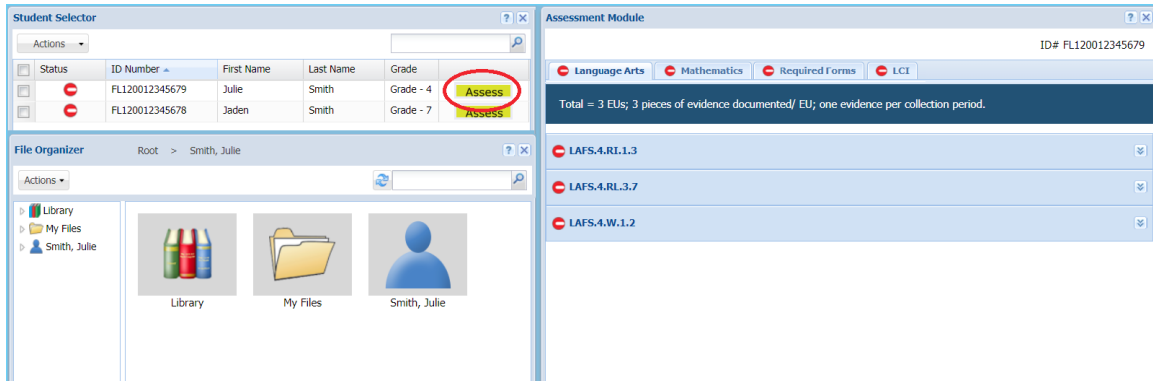


## Assessment Module: Student Datafolio

Once the FSAA—Datafolio has been administered, digital files have been created, and files have either been saved on the computer or uploaded to My Files or Student Files, teachers can begin transferring the student evidence into the Assessment Module.

### Open the Assessment Module

1. Go to the **Student Selector** window (refer to the steps on [page 25](#)).
2. Access the student's Assessment Module (datafolio) by clicking the **Assess** button in the student row.



The **Assess** button will launch the student's **File Organizer** and **Assessment Module**, as shown above.

### Assessment Module Elements

Each Assessment Module will contain the following areas, as shown above:

- **ID Number:** This is the student's FLEID number.
- **Datafolio Tabs:** Each tab represents a datafolio section that needs to be completed. The tabs will show a red incomplete indicator until all elements of the tab section are completed.

### Assign Access Point EU Choices for Assessment

The Assessment Module is built to match the *FSAA—Datafolio Blueprint & Activity Choices* document. The system will present the required standards and correlating activity choices that are appropriate for the student's grade, content area, and courses. Refer to the section "Review the *FSAA—Datafolio Blueprint & Activity Choices*" on [page 27](#).

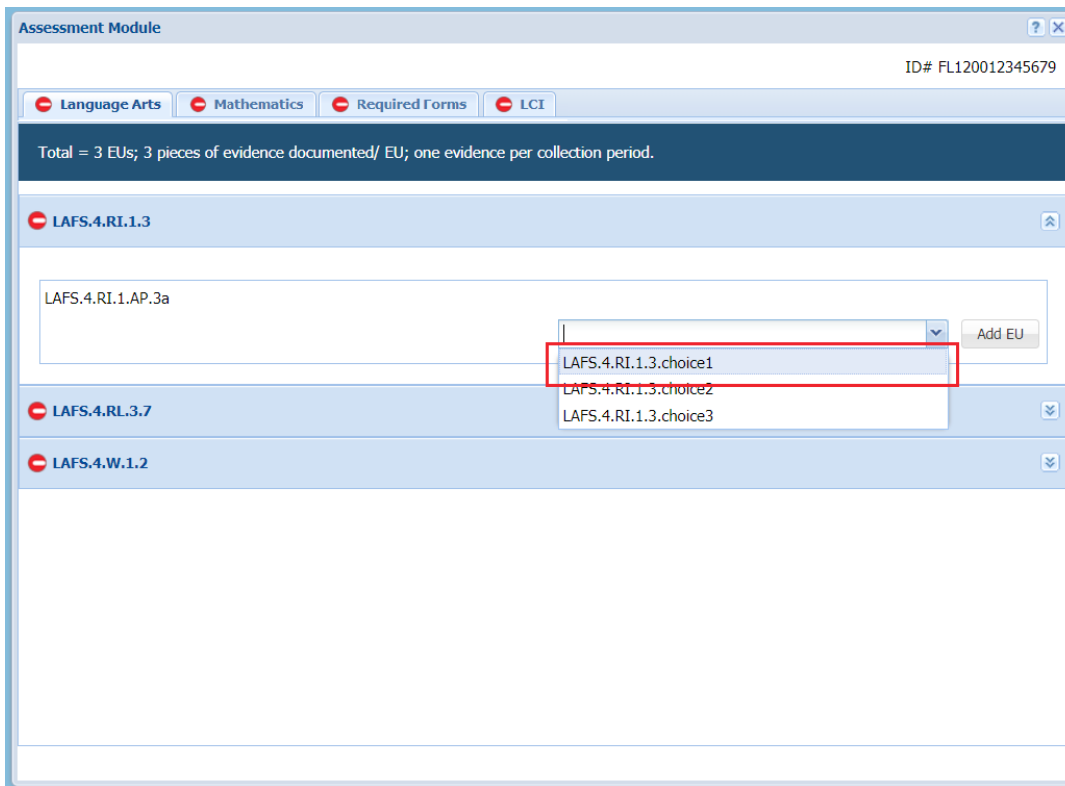
### Making Activity Choice Selections in the Assessment Module

After confirming that the students are correctly assigned to the appropriate grade, content area, and course, teachers will transfer evidence into the Assessment Module.

1. **Click** on the content area or course tab to view the standards required for submission, as shown on the following page.
2. Double-click on the light blue bar detailing the **Standard Code**.
3. Select an **Activity Choice Code** from the drop-down menu that matches the activity choice for the evidence.

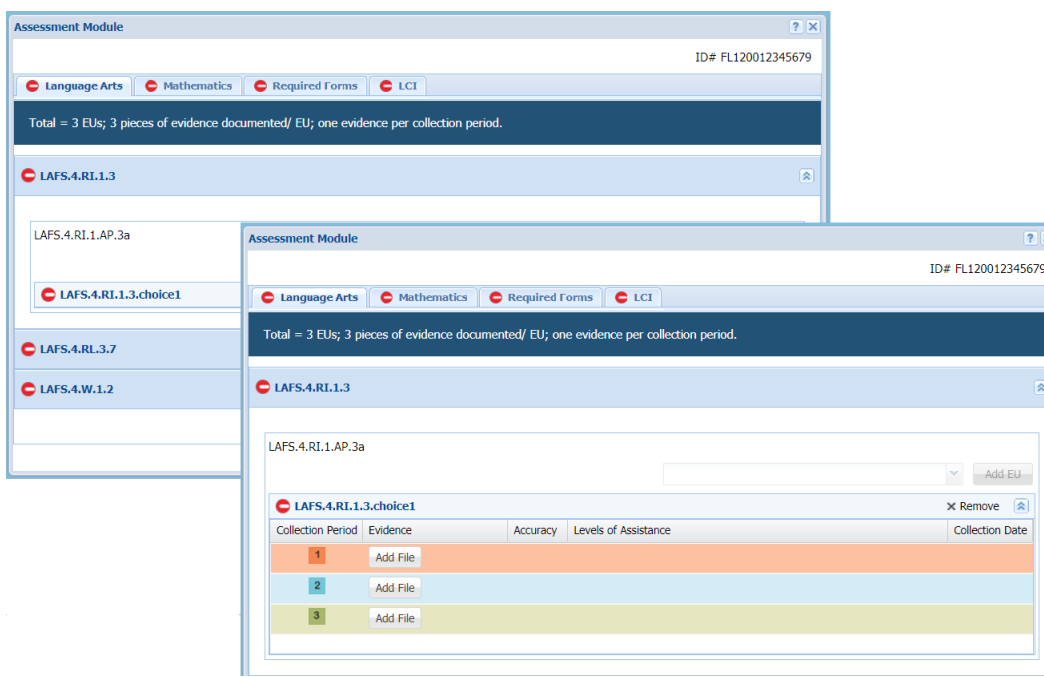


4. Click on **Add EU**.



**NOTE:** The standard activity choice selected in the AVS must match the activity choice selected and administered to the student.

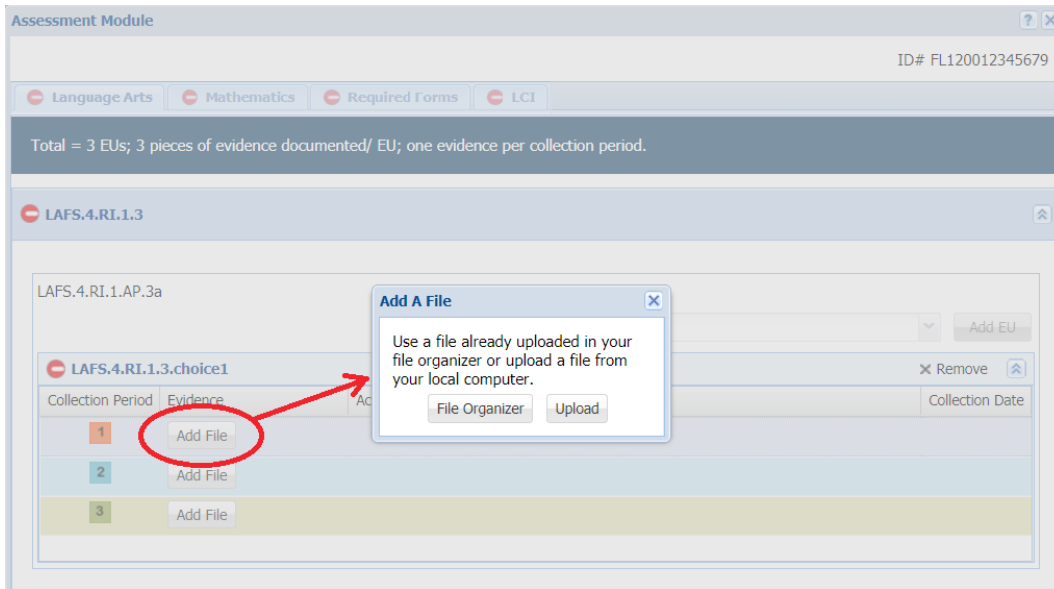
5. Double-click on the added **EU choice** bar to view the collection period data fields for the choice.



## Electronic Upload: Adding Evidence to Activity Choice Entry

Start adding evidence to the appropriate collection period.

1. Click **Add File** in the appropriate collection period row.
2. Teachers can Add a File by choosing from the following:
  - **File Organizer:** Choose a file from either My Files or Student Files.
  - **Upload:** Open the Electronic Upload window and choose a new file from the computer to upload directly to this location.



## Entering Data Requirements in the Assessment Module

After a file has been loaded into the Assessment Module, the teacher must enter the accuracy, LOA, progress goal, and collection date for the uploaded evidence.

Collection Period	Evidence	Accuracy	Levels of Assistance	Collection Date
EU Goals				
			Goals P <input type="checkbox"/> G <input type="checkbox"/> V <input type="checkbox"/> M <input type="checkbox"/> I <input type="checkbox"/>	
1	jsmith_laf: <input type="button" value="Remove"/>	% <input type="text"/>	Observed N <input type="checkbox"/> P <input type="checkbox"/> G <input type="checkbox"/> V <input type="checkbox"/> M <input type="checkbox"/> I <input type="checkbox"/>	N/A <input type="text"/>
2	<input type="button" value="Add File"/>			
3	<input type="button" value="Add File"/>			

1. Accuracy: the student's accuracy score for the collection period
  - Click on the pencil icon to expand the **Accuracy** field. Enter a number from zero to 100 in the text box.
2. Levels of Assistance
  - a. Levels of Assistance—Observed: the observed LOA for the collection period
    - Click on the checkbox to the right of the LOA to select the LOA observed during the collection period.
  - b. Goals: the progress goal for the activity choice across all three collection periods
    - Click on the checkbox to the right of the LOA to select the LOA goal.

**NOTE:** Goals are set at the end of CP #1 only. Refer to “Transfer Students/Late Enrollment” on [page 26](#) for students who enter the FSAA—Datafolio after the conclusion of CP #1.

3. Collection Date: the date the last opportunity was administered to the student within the activity evidence
  - Click on the pencil icon to open the date selector. Select the month, day, and year of the evidence collection.

If any of these fields are incomplete or contain invalid data, the text displays in red, indicating that information is required.

**NOTE:** Tool tips will appear when the mouse hovers over page elements to detail the requirements.

## Viewing Files to Verify and Validate Uploaded Evidence

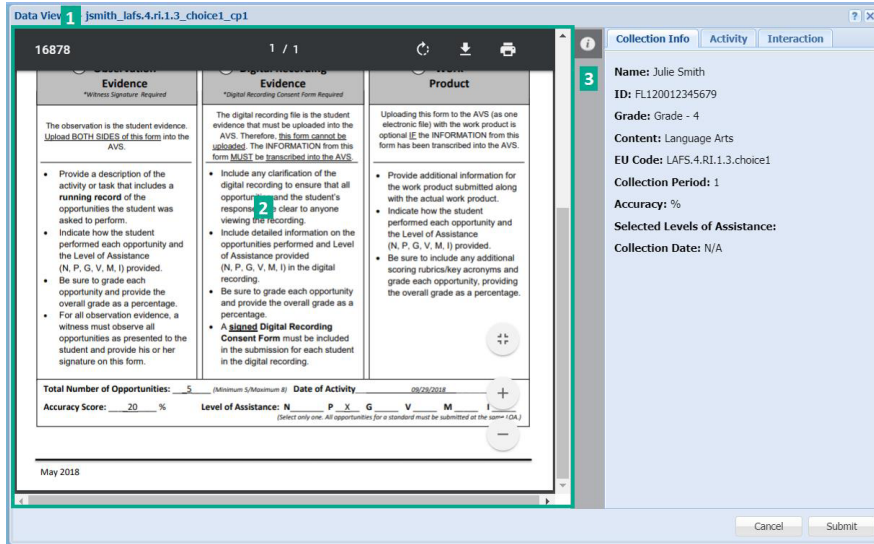
To view the uploaded evidence file and confirm it is accurate and visible, select the blue file name link. The AVS will launch the **Data Viewer** and display your evidence.

The screenshot displays the 'Data Viewer' interface for a specific evidence item. On the left, a sidebar shows a list of evidence items with columns for 'Collection Period', 'Evidence', and 'Accuracy'. The main area is divided into three tabs: 'Observation Evidence', 'Digital Recording Evidence', and 'Work Product'. Each tab contains detailed instructions and requirements for that type of evidence. For example, the 'Observation Evidence' tab requires a description of the activity and a running record of opportunities. The 'Digital Recording Evidence' tab requires a clarification of the recording and a signed consent form. The 'Work Product' tab requires additional information for the work product and a scoring rubric. At the bottom of the main area, there are fields for 'Total Number of Opportunities' (set to 5), 'Date of Activity' (set to 09/29/2018), and 'Accuracy Score' (set to 20%). On the right, a 'Collection Info' tab is active, displaying student information: Name: Julie Smith, ID: FL120012345679, Grade: Grade - 4, Content: Language Arts, EU Code: LAFS.4.RI.1.3.choice1, Collection Period: 1, Accuracy: 20%, Selected Levels of Assistance: P, and Collection Date: 09/29/2017. At the bottom right, there are 'Cancel' and 'Submit' buttons.

The **Data Viewer** presents the evidence in the **File Viewer** in the main/left pane and three informational tabs in the right pane: **Collection Info** tab, **Activity** tab, and **Interaction** tab.

## Verifying Uploaded Files with the File Viewer

The uploaded evidence file is displayed in the File Viewer. Teachers should view and verify that the files uploaded properly.



1. File name: the name of the uploaded file
2. Evidence
3. File Info: information about the uploaded file (i.e., File Name, Upload Date, Recorded On, and Last Update)

### File Viewer Actions: Digital Recording

If the evidence loaded is a video, click **Play** to run the video. You must play each video to verify that the file is not corrupt and all evidence is present.

The built-in video player will allow you to

- rotate the screen 90° clockwise,
- pause and resume the video as needed,
- adjust the volume,
- expand to full screen and return to normal view, and
- rewind and fast forward.

### File Viewer Actions: Fax/Document/PDF/Image

Faxes, documents, and images will be converted to a PDF file when uploaded. You must verify that all pages of the uploaded evidence are present and readable.

The built-in PDF viewer will allow you to

- rotate the evidence 90° clockwise,
- download and print,
- fit to page and fit to width,
- zoom in and zoom out, and
- scroll up and down and scroll left to right.

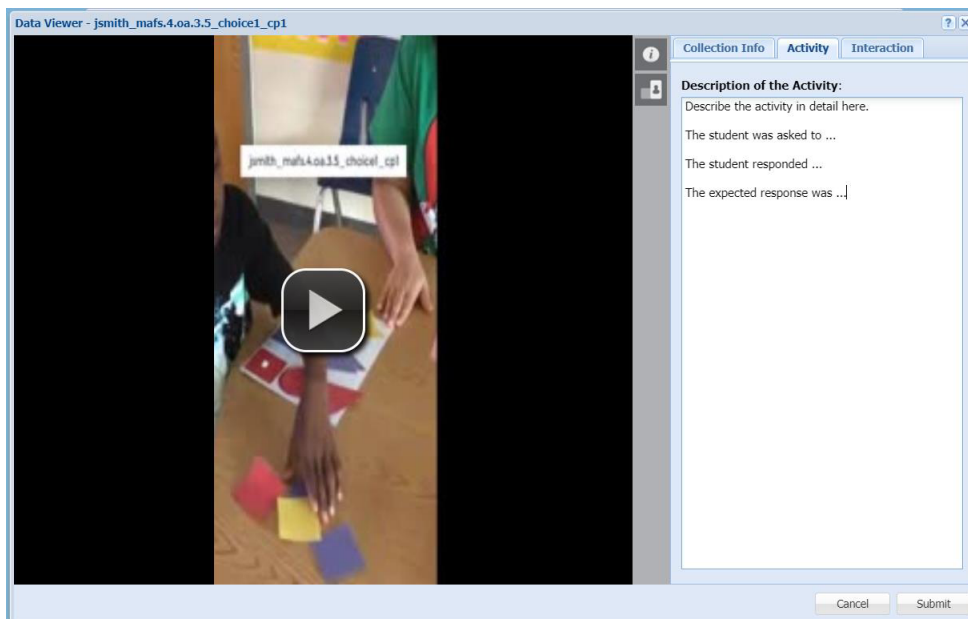
## Verifying and Validating Information—Collection Info, Activity, and Interaction Tabs

The Data Viewer tabs store information related to the standard activity choice and uploaded evidence. Teachers must verify that the information presented accurately reflects the opportunities administered to the student.

1. **Collection Info:** The information in this tab will pre-populate with the data found on the student roster and from within the Assessment Module.
  - Student Name
  - Student FLEID
  - Grade
  - Content
  - EU Code: the standard and selected activity choice
  - Collection Period
  - Accuracy: the student’s accuracy for the collection period evidence
  - Selected Levels of Assistance: the observed LOA for the collection period evidence
  - Collection Date

Validate that the information displayed on the Collection Info tab is correct. This information is not editable from the Data Viewer. If any information is missing or incorrect, exit the Data Viewer and make any necessary corrections to the information.

2. **Activity:** For digital recording evidence, information about the evidence presented must be entered in the Activity tab. Be sure to thoroughly document the task and the student’s performance. Once all information has been entered, click **Submit** to save. Refer to “Evidence Documentation” on [page 32](#).



3. **Interaction:** No information is collected for the FSAA—Datafolio in the Interaction tab. Please disregard this area.

## Completion Status Indicators

Completion status indicators can be found in the Student Selector and the Assessment Module. Completion status indicators will display as incomplete (a red circle with a white minus sign) when the Assessment Module is initially launched. As required elements are added to the assessment module, the status indicators will update in real time.

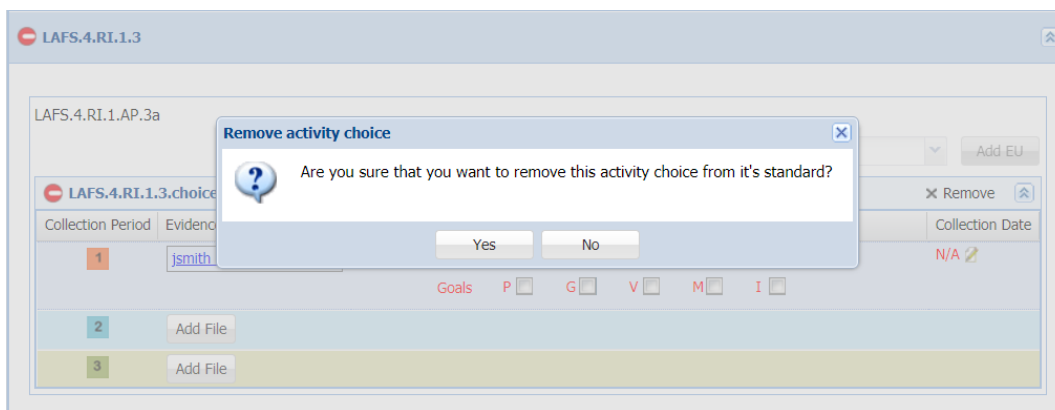
**For example:** When all requirements for CP #1 evidence have been added to the Assessment Module, an orange box containing the number 1 will display in the **Status** column of the Student Selector. See “System Icons” on [page 15](#).

When all required files and information are submitted in the appropriate area of the Assessment Module, the Student Selector will show a gold star in the **Status** column, indicating that the datafolio is complete.

For a full list of status indicators, please refer to “System Icons” on [page 15](#).

## Removing Evidence

To remove evidence from the Assessment Module, teachers must click the **X Remove** button. The system will ask for confirmation before removing the evidence.



When removed, the evidence connected to this objective will be removed from the Assessment Module and migrated to the Student Files folder (indicated by the blue person icon).

## 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 after 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 informs the LOA chosen 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 AVS

Once teachers have completed CP #2 or #3 and the electronic files have been created, **teachers must go into the AVS to upload files and enter the data collection requirements as described in Step 6.**

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

**CP #2** evidence must be collected between **November 13** and **December 20, 2019**, and submitted no later than **March 11, 2020**.

**CP #3** evidence must be collected between **March 2** and **March 27, 2020**, and submitted no later than **April 3, 2020**

**NOTE:** The AVS will close at **11:59 p.m. (EST) on April 3, 2020**. Teachers and System Administrators will not be able to access the AVS information or make changes after **April 3, 2020**.



## STEP 8: UPLOAD THE REQUIRED FORMS AND COMPLETE DATAFOLIO

### Required Forms

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

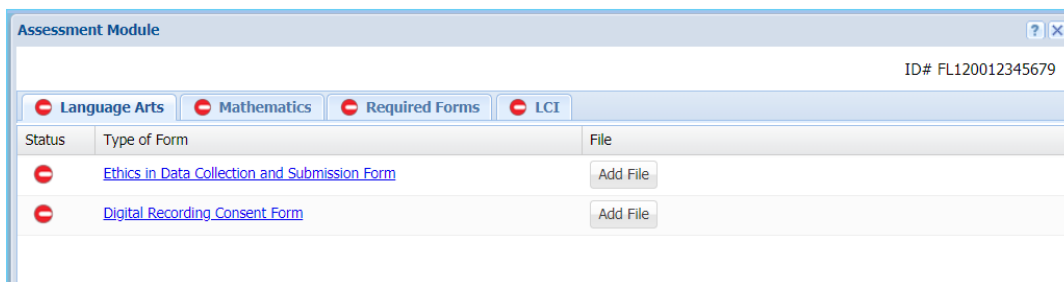
- **Ethics in Data Collection and Submission Form:** All datafolios must include this signed form. This form must be completed with signatures at the end of CP #3.
- **Digital Recording Consent Form:** This signed form must be included for any digital recording that includes the student being assessed, 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 AVS.

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

### Submitting the Required Forms in the Assessment View System (AVS)

The Assessment Module (student datafolio), in addition to tabs for the assessed subjects, also contains a **Required Forms** tab for collecting necessary datafolio assessment forms.



If it is necessary to upload more than one Digital Recording Consent Form, the forms will need to be combined into a single file. Refer to “Creating a Single Upload File” on [page 38](#).

**NOTE:** Make sure to obtain a signed form for every student in the digital recordings and upload the forms together as one document. Refer to “Required Forms for Digital Recording” on [page 32](#).

#### Uploading Required Forms

To upload the required forms, from the **Student Selector** click **Assess**. (Refer to the steps on [page 25](#).)

1. Select the **Required Forms** tab.
2. Then click **Add File**.
3. Select **File Organizer** (if you have already uploaded the files) or **Upload**.

For additional information regarding uploading files to the AVS, refer to Step 6 beginning on [page 36](#).

## Learner Characteristics Inventory (LCI)

In addition to tabs for the assessed subjects and required forms, the Assessment Module also contains an LCI tab.

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.

The screenshot shows the 'Assessment Module' window with the 'LCI' tab selected. The window title is 'Assessment Module' and the ID# is 'FL120012345679'. The 'Learner Characteristics' section is active, and a 'Save' button is visible. The form contains the following questions and options:

**What is the student's primary classroom setting?**

- Special school
- Regular school, self-contained special education classroom, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.
- Regular school, primarily self-contained special education classroom, some academic inclusion (students go to some general education academic classes (reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day.
- Regular school, resource room/general education class, students receive resource room services, but are in general education classes 40% or more of the school day.
- Regular school, general education class inclusive/collaborative (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes.

**Expressive Communication (check the best description)**

- Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

**Does your student use an augmentative communication system in addition to or in place of oral speech?**



Yes

### 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.

To complete and submit a student's LCI, from the **Student Selector** click **Assess**.

1. Select the **LCI** tab.
2. Select one response for each item.
3. Click **Save**.

Once responses have been saved, the status indicator on the tab will change from missing  , to a gold star  indicating that the elements for this tab are complete.

**Part 4:**  
**The Assessment View System (AVS) for  
System Administrators (AACs and SLCs)**

## 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.

When the system opens, each district will have the AAC of record account preloaded. The AAC may then choose to create SLC accounts to support data 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 vii](#).
- 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 79](#).

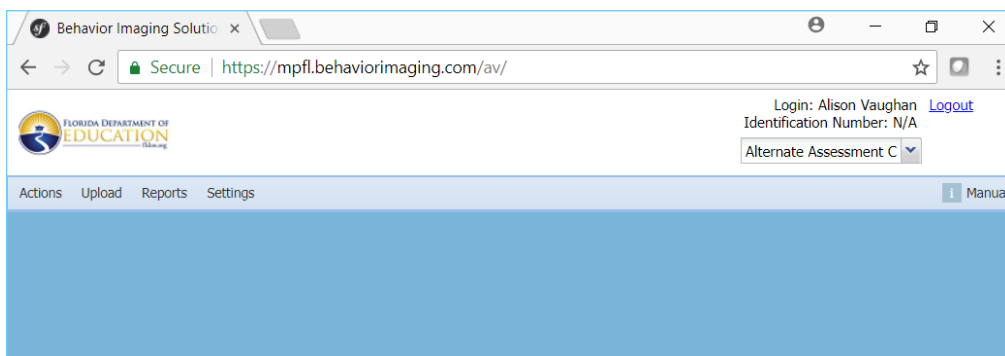
### System Administrator Tasks

- Log in to the AVS and register.
- The AAC will create SLC accounts to support data management tasks. Once created, the AAC will communicate the login credentials to each SLC.
- Create teacher accounts. Once created, the AAC or SLC will communicate the login credentials to each teacher.
- Create student accounts. Once created, the AAC or SLC will communicate that the teacher can begin verifying student information in the AVS.
- Make any necessary corrections to information (e.g., correct name misspellings, edit course assignments, activate/inactivate accounts, etc.).

## SYSTEM INTERFACE

### Landing Page

Once registration is completed and the email address has been successfully confirmed, the System Administrator will be navigated to the AVS **landing page**, as shown below.



**NOTE:** There will not be any open windows on the **AAC/SLC landing page**.

### Login and Identification Number

In the upper right corner of the screen, **Login** and **Identification Number** are displayed. The **Logout** link is also found in the upper right.

- The **Login** is the username registered upon initial login and registration.
- The **Identification Number** details the ID number of a teacher or student (FLEID). This field dynamically updates when the System Administrator opens a teacher or student record within the district or school. The ID number of the opened record will populate in this field. The **Identification Number** will present as N/A upon login.

### Menu Bar

The menu bar gives the System Administrator access to four system menus.

- **Actions:** This menu provides access to the main system windows that will be used by the AAC to manage the district data and progress toward meeting end goals, and the main system windows that will be used by the SLC to manage the school data and progress toward meeting end goals. The Actions menu is detailed in “AVS Actions Menu” on [page 40](#).
- **Upload:** This menu provides the AAC/SLC options for uploading files into the AVS. The Upload menu is detailed in “AVS Upload Menu” on [page 75](#).
- **Reports:** This menu provides the AAC with district-level reports and provides the SLC with school-level reports. The Reports menu is detailed in “AVS Reports Menu” on [page 75](#).
- **Settings:** This menu provides the AAC/SLC with access to his or her user profile. The Settings menu is detailed in “AVS Settings Menu” on [page 77](#).

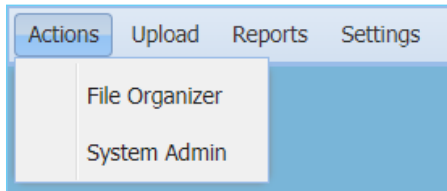
### Manual

The *FSAA—Datafolio Teacher Resource Guide* (TRG) can be accessed through the **Manual** link on the right side of the menu bar.

## AVS ACTIONS MENU

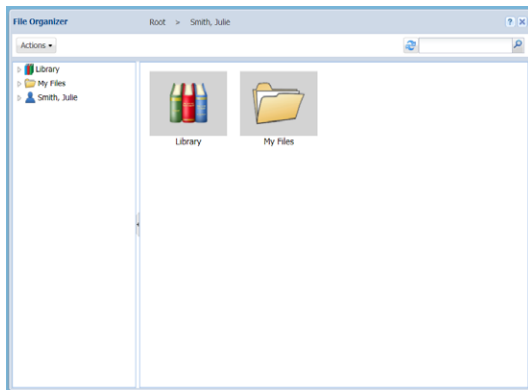
From the **Actions** menu, the System Administrator can open the **File Organizer** or **System Admin** windows.

1. Click on **Actions**.
2. Then click on **File Organizer** or **System Admin**.



## File Organizer

Selecting **File Organizer** will open the File Organizer window. In the **File Organizer**, there are two subfolders: **Library** and **My Files**.



## Library

The **Library** folder is used to house resource materials or document templates (e.g., **Ethics in Data Collection and Submission Form**).

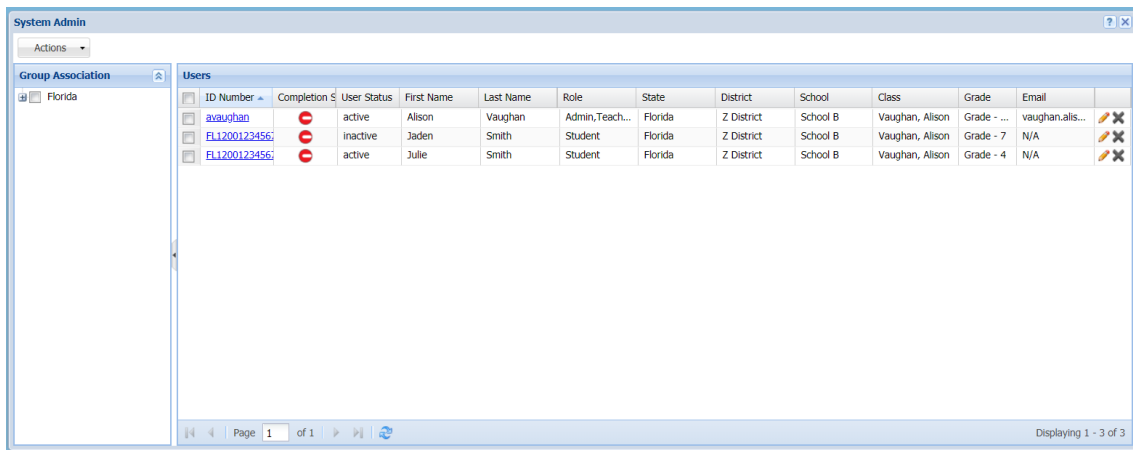
## My Files

The **My Files** folder is a local system folder that contains all files uploaded via Fax Upload or Electronic Upload that are not assigned to a specific student.

## System Admin Window

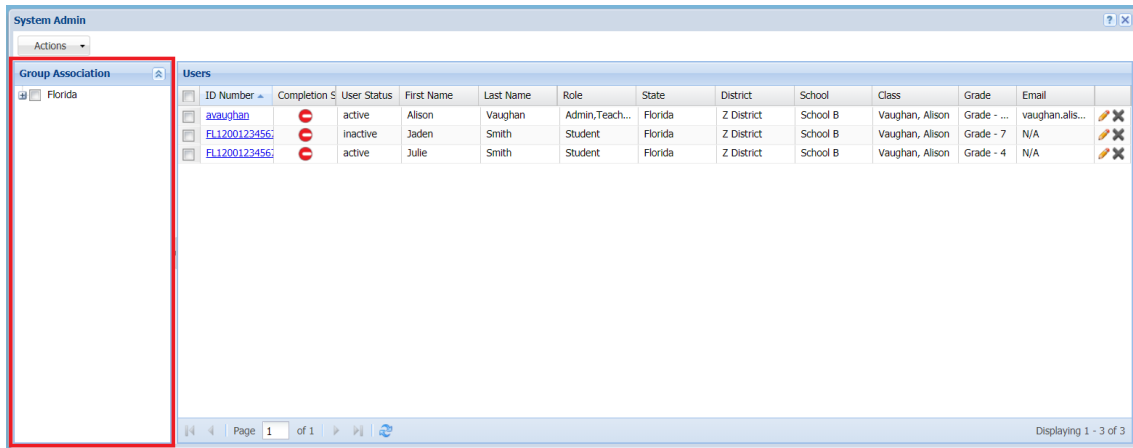
Selecting **System Admin** will open the System Admin window where the AAC will see a list of the users assigned to the district and the SLC will see a list of the users assigned to the school. The **System Admin** window has three main parts:

1. the **Group Association** pane, located on the left;
2. the **Users** pane, located on the right; and
3. the **Actions** menu, located in the upper left.



## Group Association and Filtering

The **Group Association** pane selections will affect which users are displayed in the **Users** pane.



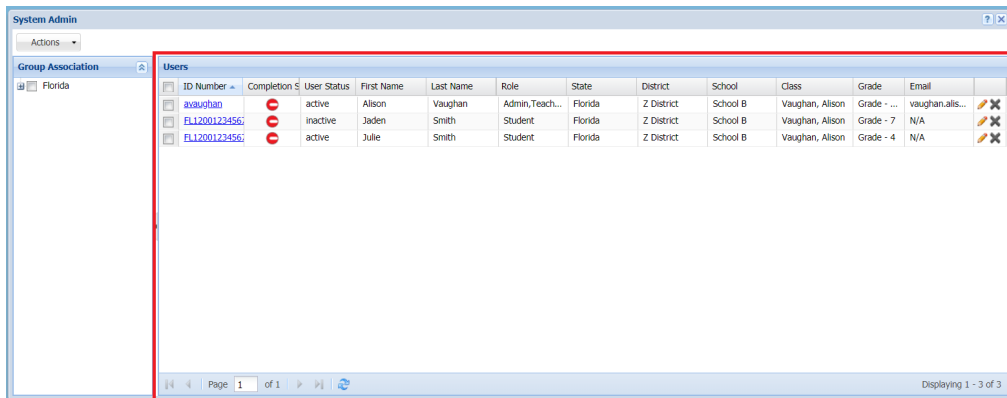
By clicking in the checkbox, the AAC can filter and obtain more district-specific information. Clicking the plus sign (+) next to the checkbox will expand the list to provide additional filters.

- **Florida** expands the options to show the district name to which the user is assigned.
- The **district** name expands to show the schools found within the district.
- The **school** name expands to show the teachers assigned to the selected school.

**NOTE:** More than one checkbox can be selected at a time, broadening the information that appears in the **Users** pane.

## Users Pane and Filtering

The **Users** pane allows the System Administrator to add, edit, and delete user accounts as necessary. AAC/SLC users can sort by any of the twelve columns within the **Users** pane.



ID Number	Completion Status	User Status	First Name	Last Name	Role	State	District	School	Class	Grade	Email
axaughan		active	Alison	Vaughan	Admin, Teach...	Florida	Z District	School B	Vaughan, Alison	Grade - ...	vaughan.alis...
FL1200123456		inactive	Jaden	Smith	Student	Florida	Z District	School B	Vaughan, Alison	Grade - 7	N/A
FL1200123456		active	Julie	Smith	Student	Florida	Z District	School B	Vaughan, Alison	Grade - 4	N/A

The **Users** pane contains the following sortable columns:

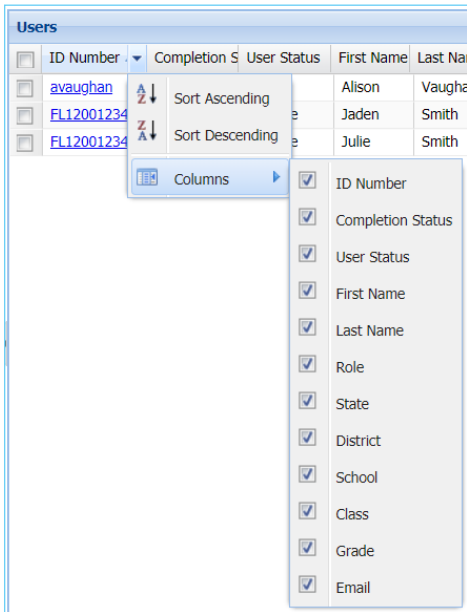
- Identification (ID) Number
- Completion Status
- User Status
- First Name
- Last Name
- Role
- State
- District
- School
- Class
- Grade
- Email



## Users Pane Sorting and Display

To change the order in which items are displayed, click on the column header to sort the column in ascending order. A small blue down arrow will display to indicate that the column has been sorted. To sort in descending order, click on the column header again. The indicator will change to an up arrow.

Alternatively, hovering over the column header will reveal a drop-down menu that allows the user to change the sort order of the column. In addition to sorting, users can select which columns are displayed in the Users pane by checking or unchecking the boxes as shown below.



## Actions Menu

The **Actions** drop-down menu displays the actions that are available within the System Admin window. Actions that are boldfaced are accessible. Actions that are shaded are unavailable based on the AAC/SLC permission level or based on a checkbox selection in the **Users** pane.

The AAC/SLC can:

- **Open**
- **Search** (refer to [page 67](#))
- **Add User** (refer to [page 69](#))
- **Edit User Teacher & Student Account Changes** (refer to [page 71](#))
- **Inactivate User** (refer to [page 71](#))
- **Reactivate User** (refer to [page 72](#))
- **Export Report** (refer to [page 72](#))

### Actions: Open

After using the checkbox to select a user from the Users pane, click on the **Actions** menu and then select **Open**. This will open the File Organizer and display the user datafolio and, if applicable, a student Assessment Module.

### Actions: Search (Advanced Searching)

In addition to sorting the User pane columns, the System Administrator can perform a more advanced search/filter.

Within the **System Admin** window,

1. click on the **Actions** menu and
2. select **Search** from the drop-down menu.

When the **Search** option is selected, a new **System Admin Search** window will open, as shown below.

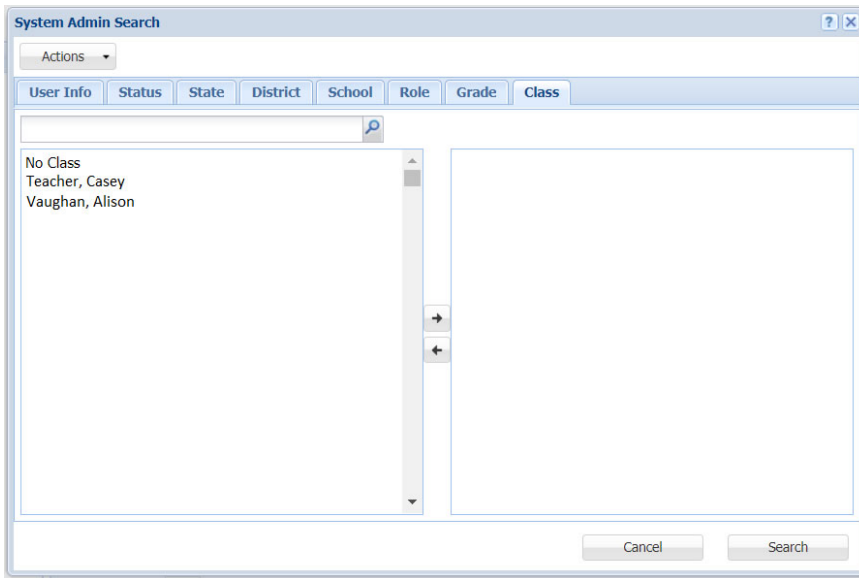
The screenshot shows the 'System Admin Search' window with the 'User Info' tab selected. The window has a title bar with a question mark and close button. Below the title bar is an 'Actions' dropdown menu. The main content area is divided into several sections: 'User Identification' with fields for First Name, Last Name, Identification Number, and Age; 'Login & Status' with fields for User Login Name, Last Updated Between (with calendar icons), and checkboxes for Status (Active/Inactive) and Registered (Yes/No). At the bottom are 'Cancel' and 'Search' buttons.

This window offers many search options based on a wide range of fields of varying specificity. The System Administrator can choose the specific criteria needed to filter the district data by making the correct selections from each appropriate tab and then clicking **Search**.

1. **User Info Tab:** Search by a user's User Identification (First Name, Last Name, ID Number, Age) or Login & Status (User Login, Active/Inactive, Last Updated, Registered Yes/No).
2. **Status Tab:** Search by completion status for the entire assessment or each individual collection period.

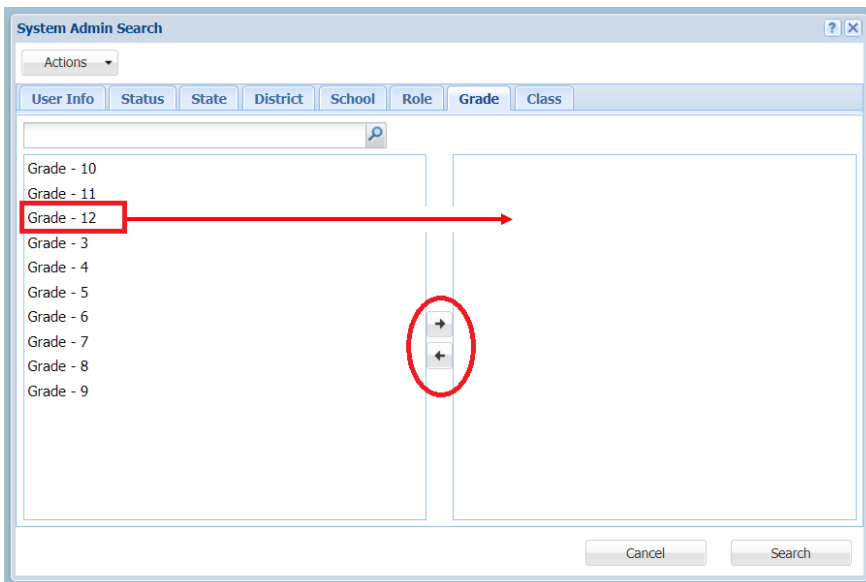
The screenshot shows the 'System Admin Search' window with the 'Status' tab selected. The window has the same title bar and 'Actions' dropdown menu as the previous screenshot. The main content area is titled 'Status' and contains four rows of checkboxes: 'Completion Status' (Complete/Incomplete), 'Collection Period 1' (Complete/Incomplete), 'Collection Period 2' (Complete/Incomplete), and 'Collection Period 3' (Complete/Incomplete). At the bottom are 'Cancel' and 'Search' buttons.

3. **State, District, and School Tabs:** Search by state, district, or school. Only the state, district, and school to which the user is assigned will be available as search options.



4. **Role Tab:** Search by user role.
5. **Grade Tab:** Search by grade.
6. **Class Tab:** Search by teacher name or “No Class.”

To add search criteria in the State, District, School, Role, Grade, and Class tabs, select the desired search criteria and click on the right arrow in the middle of the window to move the criteria to the right. Alternatively, the desired criteria can be moved to the right by clicking on it and dragging. To remove search criteria, reverse the process.



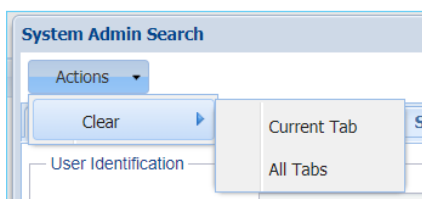
**NOTE:** Multiple search criteria can be selected at a time, broadening the information that appears in the **Users** pane.

Clicking the search button once all of the desired criteria has been selected on each tab will close the search window and return the user to the filtered System Admin window.

### Clear Searching Criteria

To clear the selected search criteria and view all district data or start a new search,

1. select the **Actions** drop-down menu in the System Admin Search window and then
2. select **Clear**.
  - **Current Tab**: This will clear all of the selections made in the current tab. For example, selecting **Clear** while on the School tab will only clear selections previously made in the School tab but will not affect selections made in the Role or Completion Status tabs.
  - **All Tabs**: This action will clear selections made in each of the System Admin Search window tabs.



To close the System Admin Search window without searching, click the **X** in the upper right corner of the window.

**NOTE:** You must click the sort button after clearing all tabs to return to the unfiltered System Admin window.

### Actions: Add User

When the system opens, each district will have one AAC account preloaded. SLC, teacher, and student user accounts will need to be added to the AVS. AACs will have permissions to create SLC, teacher, and student accounts within the district to which they are assigned. SLCs will have permissions to create all teacher and student accounts within the schools to which they are assigned.

**NOTE:** The AAC Teacher Data Collection Form and Student Data Collection Form are located in Appendix A. Please use these forms to collect teacher and student information prior to the system opening.

To add a new user from within the System Admin window,

1. click on the **Actions** menu and
2. select **Add User** from the drop-down menu.

#### Personal Details Tab

The information required on the Personal Details tab will depend on the type of user being added to the AVS.

#### User Identification

- First Name
- Last Name
- Identification Number

Role(s)

- Student, Teacher, or School Level Coordinator

Default Login Role

- Auto-populates with the selected role
- Demographic Info (Student Only)
- Ethnicity
- Date of Birth
- Gender

The image shows a screenshot of the 'Add User' dialog box in a software application. The dialog has two tabs: 'Personal Details' and 'Group Association'. The 'Personal Details' tab is active and contains several sections: 'User Identification' with fields for 'First Name\*', 'Last Name\*', and 'Identification Number\*'; 'Role(s)' with a dropdown menu; 'Default Login Role' with a dropdown menu; 'Demographic Info' with a dropdown for 'Ethnicity', a date picker for 'Date of Birth', and radio buttons for 'Gender' (Male and Female); 'Contact Info' with 'Email' and 'Confirm Email' fields; and 'Account Info' with 'Username\*', 'Default Password\*', and 'Confirm Default Password\*' fields. At the bottom right, there are 'Save' and 'Cancel' buttons.

*Group Association Tab*

Once all required fields in the Personal Details tab have been completed, the AAC/SLC will move to the **Group Association** tab.

The Group Association tab will autofill:

- Grade
- Contents

The following information must be completed:

- Additional Settings: For students who enter the FSAA—Datafolio after the close of Collection Period 1, the Extended Goals Calendar needs to be selected **when the system administrator adds the student account**.

This will enable teachers to enter a progress goal after the close of Collection Period 1.

- Group(s): This is the group or school to which the teacher is assigned for assessment purposes. The Group Association tab is where teachers are linked to the correct school. Use the **Group(s)** pane to choose the correct school and migrate it to the window on the right by double-clicking or using the migration arrows.

3. All required fields in both the Personal Details tab and Group Association tab must be completed before clicking **Save**.

**NOTE:** The Add User window will not save the record until all fields with a red asterisk are completed.

**NOTE:** AACs/SLCs will need to follow the same process to add student accounts to the AVS when the system opens. The AAC Student Data Collection Form is available in Appendix A. Please use this form to collect information on which students will be participating in the FSAA—Datafolio prior to the system opening.

### Actions: Edit User—Teacher & Student Account Changes

After using the checkbox to select a user (teacher or student) from the list found in the **Users** pane, the **Actions** menu will boldface **Edit User**, indicating that this is now available. The AAC/SLC can now edit the information in the selected user account.

### Teacher/Class Changes

The Group Association tab of the user account (shown previously) is where the teacher/class assignments will be modified. The AAC/SLC will modify the group selection within the student account linking the student to the correct school/teacher.

**NOTE:** The teacher account must be created in the AVS and assigned to the correct school before making changes to the student account in order to be able to choose the teacher from the **Group(s)** pane.

### Actions: Inactivate User

After using the checkbox to select a user (teacher or student) from the list found in the **Users** pane, the **Actions** menu will boldface **Inactivate User**, indicating that this is now available. If a student or teacher account is active in the AVS but the teacher or student is not participating in the assessment, the account should be inactivated.

Inactivating a student or teacher account allows the user profile to remain within the system (and visible to the AAC/SLC), but to be inaccessible to the user and not visible to other users.

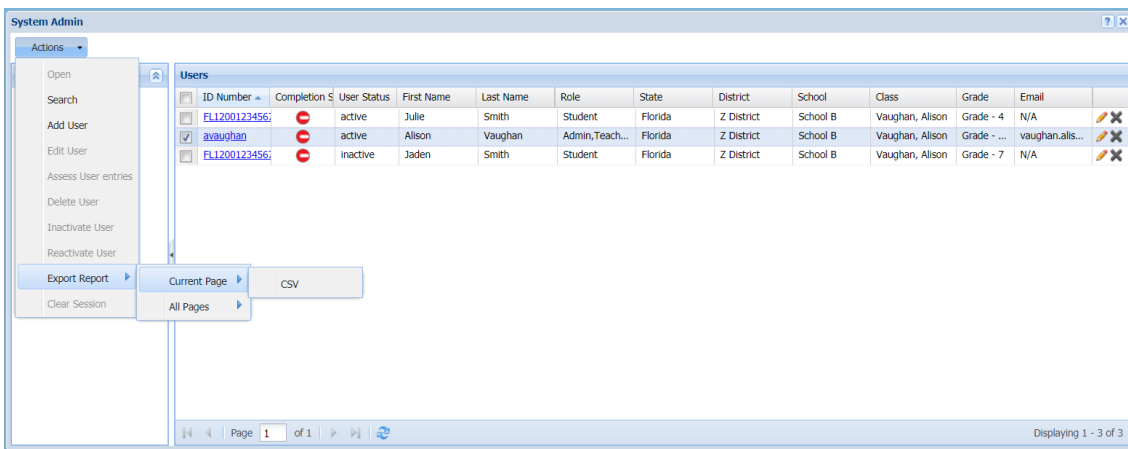
**NOTE:** Inactivating a student account indicates that the student is no longer participating in the assessment; therefore, the student’s work will not affect teacher completion status and the datafolio will **not be scored**.

**Actions: Reactivate User**

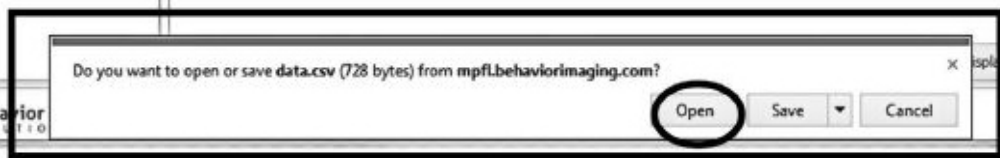
After using the checkbox to select a user from the Users table, **Reactivate User** allows the AAC/SLC to reactivate the teacher or student account.

**Actions: Export Report**

After filtering or unfiltering the data in the **Users** pane, the AAC/SLC can choose to use the **Export Report** feature. This functionality gives the option to export the current page or all pages. Each report is generated as a CSV file that can be opened in Excel or Notepad. A report is simply the data that are currently being displayed on the screen.



After choosing to export all pages or the current page, you will be prompted to either open or save the CSV file. Select **Open**.



The CSV export will list the following data:

- Identification (ID) Number
- Completion Status
- User Status
- First Name
- Last Name
- Role
- State
- District
- School

- Class
- Grade
- Email

The information can then be sorted using the **Data** tools in Excel.

	A	B	C	D	E	F	G	H	I	J	K	L
1	ID Number	Completi	User Statu	First Name	Last Name	Role	State	District	School	Class	Grade	Email
2	avaughan	Incomplet	active	Alison	Vaughan	Admin Tea	Florida	Z District	School B	Vaughan, /	Grade - 10	vaugh
3	FL1200123	Incomplet	inactive	Jaden	Smith	Student	Florida	Z District	School B	Vaughan, /	Grade - 7	
4	FL1200123	Incomplet	active	Julie	Smith	Student	Florida	Z District	School B	Vaughan, /	Grade - 4	
5												
6												
7												
8												
9												

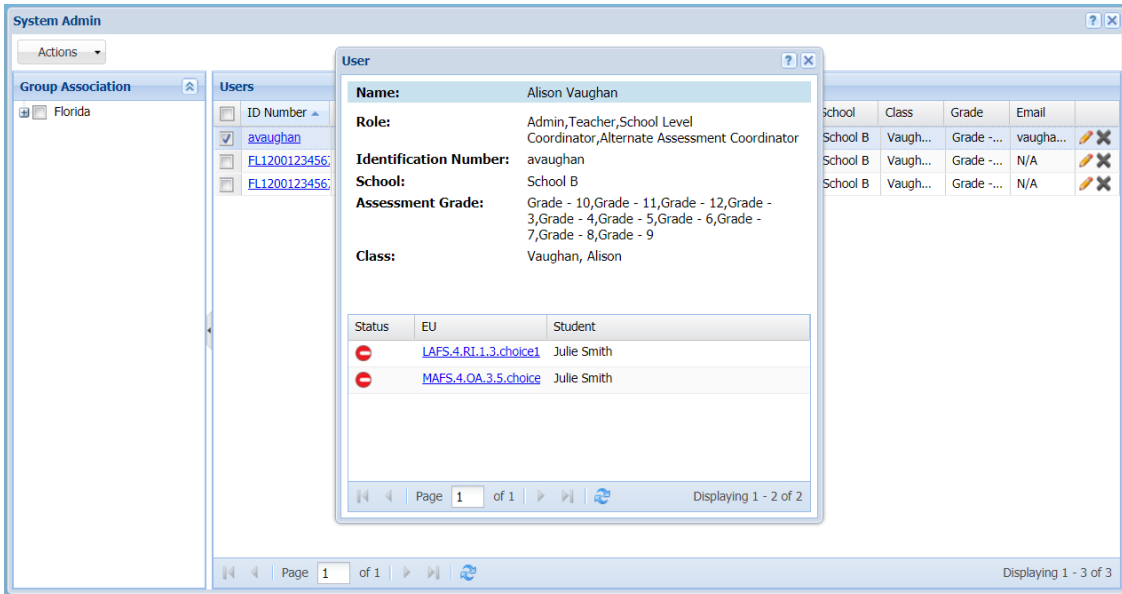


## Detailed Look at Teachers and Students: Users View

### Users View: Teachers

Clicking on the blue **Identification Number** link will display the selected teacher data in the **User** window, as shown below.

This **User** window will show all of the system information pertaining to the selected teacher. In addition, it will present the assigned students and Access Point choices selected.

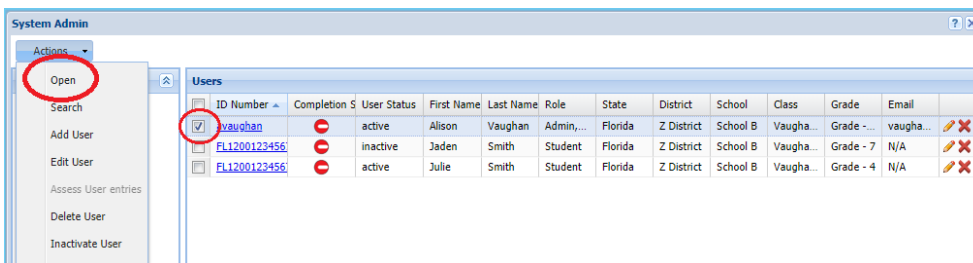


### Opening the Teacher's File Organizer

To open a teacher's **File Organizer**, the AAC/SLC will double-click anywhere in the row with the teacher's **Identification Number**, **Completion Status**, or **User Status**.

The **File Organizer** for that teacher will appear. The teacher's **File Organizer** will contain files that the teacher has uploaded to his or her **My Files** folder.

The **File Organizer** can also be accessed by placing a checkmark next to the teacher's name and selecting **Open** from the **Actions** drop-down menu.



### Users View: Students

Similar to what is shown above, clicking on the blue **Identification Number** link for any of the students in the district will prompt the User window to display.

The User window will show all of the information pertaining to that student. In addition, any activity choice selections associated with that student can be viewed.

## Opening Student Assessment Module and File Organizer

Double-clicking anywhere in the row with the FLEID will prompt the File Organizer and Assessment Module to appear for the student selected.

- The student's **File Organizer** will contain files that the teacher has uploaded to the Student Files folder. The student's File Organizer can also be accessed by placing a checkmark next to the student name and selecting **Open** from the Actions drop-down menu.
- The **Assessment Module** is where objectives are selected and scored for each student. Refer to "Assessment Module: Student Datafolio" on [page 49](#).

## AVS UPLOAD MENU

All work must be digitally created or converted to digital format prior to uploading into the AVS.

There are three ways for teachers or district staff to upload files:

- Fax Upload
- Electronic Upload via Uploader
- Behavior Capture App

From the **Upload** menu the System Administrator can open the **Fax Upload** and **Electronic Upload** features.

1. Click on **Upload**.
2. Select **Fax Upload** or **Electronic Upload** from the drop-down menu.

Detailed instructions for uploading are found on [page 43](#).

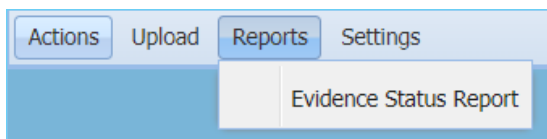
## AVS REPORTS MENU

### Evidence Status Report

The **Evidence Status Report** is a useful tool for System Administrators to track student file uploads and teacher completion.

From the **Reports** menu, you can download the **Evidence Status Report**.

1. Click on **Reports**.
2. Then click on **Evidence Status Report** to begin the download.



The **Evidence Status Report** is a CSV report of all evidence added to the system for the AAC's specified district. The report is actively updated, providing real-time results.

**NOTE:** SLC reports will only display information for the SLC's specified school.

The following information for each student will be provided:

- Active/Inactive indicator
- Student FLEID
- Student Name
- Grade
- Teacher ID
- Teacher Name
- AAC ID
- AAC Name
- District ID
- District Name

If activity choices have been selected and files uploaded, the report will detail the following information for each student:

- Access Point EU Choice: Selected choice
- CP #1 File Name
- CP #2 File Name
- CP #3 File Name

**NOTE:** If the spreadsheet presents an empty/blank field for the collection period file name, then no activity choice evidence file has been uploaded.

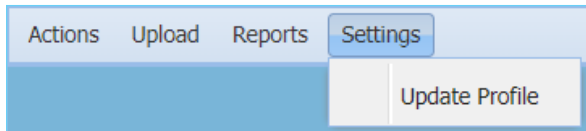
## AVS SETTINGS MENU

### Update Profile

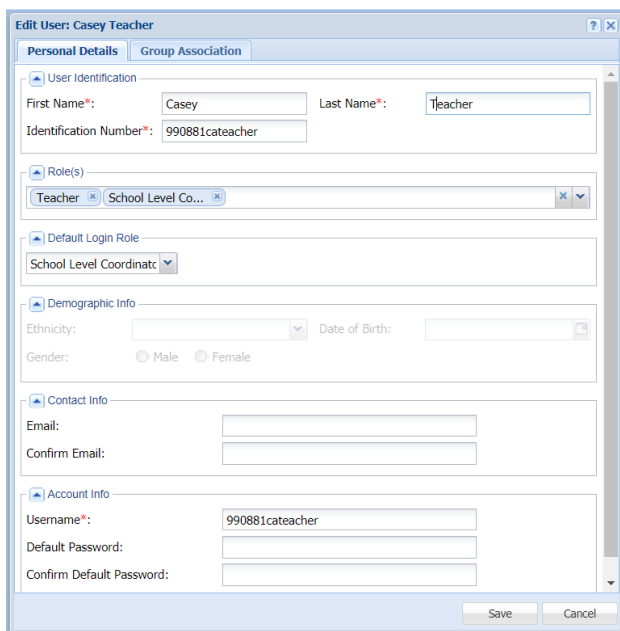
The Settings menu allows a user to manage their Default Login Role and update the username and/or password.

From the **Settings** menu the System Administrator can open the **Update Profile** window.

1. Click on **Settings**.
2. Click on **Update Profile**.



The **Update Profile** window will open. Make any necessary changes and click **Save**.

A screenshot of a web application window titled 'Edit User: Casey Teacher'. The window has two tabs: 'Personal Details' (selected) and 'Group Association'. The 'Personal Details' tab contains several sections: 'User Identification' with fields for 'First Name\*' (Casey), 'Last Name\*' (Teacher), and 'Identification Number\*' (990881cateacher); 'Role(s)' with a list containing 'Teacher' and 'School Level Co...'; 'Default Login Role' with a dropdown menu set to 'School Level Coordinatc'; 'Demographic Info' with fields for 'Ethnicity', 'Date of Birth', and 'Gender' (radio buttons for Male and Female); 'Contact Info' with fields for 'Email' and 'Confirm Email'; and 'Account Info' with fields for 'Username\*' (990881cateacher), 'Default Password', and 'Confirm Default Password'. At the bottom right of the window are 'Save' and 'Cancel' buttons.

# Appendix A: Additional Resources

## CONTACT INFORMATION

### FSAA Service Center

Measured Progress has 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 online system, and reporting issues.

Trained staff, including a staff supervisor, will be available to answer calls regarding the FSAA program from 8:00 a.m. to 5:00 p.m. eastern standard time (EST) 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 Assessment View System (AVS) Questions

##### FSAA SERVICE CENTER

Monday–Friday from 8:00 a.m. to 5:00 p.m. (EST)

**Phone:** 866-239-2149

**Email:** FSAAServiceCenter@measuredprogress.org

**Fax:** 866-283-2197

### Florida Department of Education Contacts

#### Policy and Training Questions

Monday–Friday from 8:00 a.m. to 4:30 p.m. (EST)

##### 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 three questions in the “Checklist for Course and Assessment Participation” on page 3 of the FSAA—Datafolio Teacher Resource Guide replacing the previous version with four questions?**

Yes. The “Checklist for Course and Assessment Participation” is available:

- online (<http://info.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf>),
- 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 blueprint for the FSAA—Datafolio was developed by Measured Progress and approved by the Florida Department of Education. Standards and Access Points were selected to reflect the standards measured in the Florida Standards Assessments and the FSAA—Performance Task Assessment. Every attempt was made to select standards/Access Points that contained the most concrete skills from which to develop activity choices for this population of students for whom the FSAA—Datafolio is targeted. Refer to the *FSAA—Datafolio Blueprint & Activity Choices* for the list of standards/Access Points being assessed.

### **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. Teachers select one activity choice per standard and content area to assess during each of the three collection periods.

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

**Assessment View System (AVS)**—the online platform for the FSAA—Datafolio, available at <https://mpfl.behaviorimaging.com>.

**Baseline Data**—data 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.

**Evidence**—the documented results of the opportunities gathered during a collection period that are uploaded to the Assessment View System (AVS). 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 the Assessment View System (AVS) 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 the Assessment View System (AVS).

# 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



### 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

## 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

**2019–2020**



# 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
			LAFS.3.RL.1.1
			ACCESS POINT CODE
<b>Standard:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
<b>Access Point Standard:</b> Answer questions related to characters, setting, events, or conflicts.			
<b>Essential Understandings</b>			
<ul style="list-style-type: none"> <li>➤ Identify the basic elements of a story (character, setting, events, or conflicts).</li> <li>➤ With prompting and support, answer simple questions related to the elements of the story.</li> </ul>			
<b>LAFS.3.RL.1.AP.1a</b>			
<b>Activity Choices</b>			<b>Examples</b>
<b>Choice 1:</b> 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? <b>Response:</b> will vary
<b>Choice 2:</b> 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? <b>Response:</b> will vary What does the character do? <b>Response:</b> will vary
<b>Choice 3:</b> 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? <b>Response:</b> will vary

Reporting Category	Domain/ Strand	Genre	Cluster 3: Integration of Knowledge and Ideas
Integration of Knowledge and Ideas	Reading Informational Text	Informational	<p><b>STANDARD CODE</b></p> <p>LAFS.3.RI.3.7</p>
			<p><b>ACCESS POINT CODE</b></p> <p>LAFS.3.RI.3.AP.7b</p>
			<p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Distinguish between text and illustration (e.g., map, photograph, graphic).</li> <li>➤ Identify an illustration (e.g., map, photograph, graphic).</li> <li>➤ Identify sources of information presented visually.</li> <li>➤ Identify which source (visual or text) provides given information.</li> <li>➤ 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).</li> </ul>
<p><b>Standard:</b> 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).</p>			
<p><b>Access Point Standard:</b> Identify information learned from illustrations and information learned from the words in an informational text.</p>			
		<b>Activity Choices</b>	<b>Examples</b>
		<p><b>Choice 1:</b> Distinguish between text and illustration.</p>	<p>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? <b>Response:</b> indicates photograph</p>
		<p><b>Choice 2:</b> Identify an illustration.</p>	<p>2. The student is presented with and read a short informational text and three photographic response options. Which photograph goes with this text? <b>Response:</b> indicates photograph that matches the text</p>
		<p><b>Choice 3:</b> Recall information from a text feature.</p>	<p>3. The student is presented with and read a short informational text and three response options. Where is (a particular city) on the map? <b>Response:</b> indicates (particular city)</p>

Reporting Category	Domain/Strand	Genre	Cluster 1: Conventions of Standard English
Language and Editing	Language	Literature or Informational	<p><b>Standard:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Capitalize appropriate words in titles.</p> <p>2b. Use commas in addresses.</p> <p>2c. Use commas and quotation marks in dialogue.</p> <p>2d. Form and use possessives.</p> <p>2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
			<p><b>STANDARD CODE</b></p>
			<p><b>ACCESS POINT CODE</b></p>
			<p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Capitalize the first word in a sentence.</li> <li>➤ Capitalize dates.</li> <li>➤ Capitalize names of people.</li> <li>➤ Capitalize proper nouns.</li> </ul>
	LAFS.3.L.1.2		<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Capitalize the first word in a sentence.</p> <p><b>Choice 2:</b> Capitalize dates.</p> <p><b>Choice 3:</b> Capitalize proper nouns.</p>
			<p><b>Examples</b></p> <p>1. The student is presented with and read a sentence and three response options. Which word needs a capital letter in the sentence? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> indicates month and/or day of week</p> <p>3. The student is presented with and read a sentence and three response options. Which proper nouns need to be capitalized? <b>Response:</b> names of people, geographic names, holidays, product names</p>

# 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	<p><b>Standard:</b> 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.</p>
		<p><b>ACCESS POINT CODE</b></p>
		<p><b>STANDARD CODE</b></p>
		<p><b>Access Point Standard:</b> Solve and check one-step word problems using the four operations within 100.</p>
		<p><b>Essential Understandings</b></p> <p>Concrete:</p> <ul style="list-style-type: none"> <li>➤ Match the vocabulary in a word problem to an action.</li> <li>➤ Use manipulatives to model the context of the word problem.</li> <li>➤ Count to find the answer.</li> </ul>
		<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Combine (+) with concrete objects; use counting to get the answer.</p> <p><b>Choice 2:</b> Decompose (-) with concrete objects; use counting to get the answer.</p> <p><b>Choice 3:</b> Match the vocabulary in a word problem to an action.</p>
		<p><b>Examples</b></p> <p>1. The student is presented with 2 apples and 1 banana and three response options. How many pieces of fruit are there? <b>Response:</b> 3</p> <p>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? <b>Response:</b> 2</p> <p>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)? <b>Response:</b> add</p>
		<p>MAFS.3.OA.4.8</p>
		<p>MAFS.3.OA.4.AP.8a</p>

Reporting Category		Domain		Cluster 1: Develop understanding of fractions as numbers.	
Number and Operations – Fractions	Number and Operations – Fractions	STANDARD CODE	MAFS.3.NF.1.1	Standard: Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$ .	
		ACCESS POINT CODE	MAFS.3.NF.1.AP.1c	Access Point Standard: Identify the fraction that matches the representation of partitioned rectangles and circles into halves, fourths, thirds, and eighths.	
		Essential Understandings	<p>Concrete:</p> <ul style="list-style-type: none"> <li>➤ 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).</li> <li>➤ Identify the total number of equal parts as the denominator.</li> <li>➤ 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).</li> <li>➤ Identify the number of pieces covered as the numerator.</li> </ul>		
				Activity Choices	Examples
				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? <b>Response:</b> 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? <b>Response:</b> 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? <b>Response:</b> the fraction

Reporting Category	Domain	Cluster 1: Reason with shapes and their attributes.
Measurement, Data, and Geometry	Geometry	<p><b>Standard:</b> 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.</p>
		<p><b>STANDARD CODE</b></p> <p>MAFS.3.G.1.1</p>
		<p><b>ACCESS POINT CODE</b></p> <p>MAFS.3.G.1.AP.1b</p>
<p><b>Access Point Standard:</b> Identify different examples of quadrilaterals.</p>		
<p><b>Essential Understandings</b></p> <p>Concrete:</p> <ul style="list-style-type: none"> <li>Sort shapes into quadrilaterals and non-quadrilaterals.</li> </ul>		
<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Match same.</p> <p><b>Choice 2:</b> Sort by same and different.</p> <p><b>Choice 3:</b> Identify a quadrilateral.</p>		
<p><b>Examples</b></p> <p>1. The student is presented with an assortment of shapes to sort and asked to match squares to squares, circles to circles, etc.  <b>Response:</b> squares to squares, circles to circles, etc.</p> <p>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.  <b>Response:</b> squares sorted into one group and circles sorted into another group</p> <p>3. The student is presented with three shapes. Which shape has four sides?  <b>Response:</b> square</p>		

## 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	LAFS.4.RI.1.3	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.	Cluster 1: Key Ideas and Details		
				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	<ul style="list-style-type: none"> <li>➤ Identify the topic (main idea, event or concept) from a text.</li> <li>➤ Identify the sequence of events, procedures, or ideas in the text.</li> </ul>	<p><b>Choice 1:</b> Identify the topic from a text.</p> <p><b>Choice 2:</b> Identify the sequence of events, procedures, or ideas in a text.</p> <p><b>Choice 3:</b> Identify simple cause-and-effect relationships in a text.</p>	<p>1. The student is presented with and read a short informational text and three response options. What is the topic of the text? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p>	

Reporting Category	Domain/ Strand	Genre	Cluster 3: Integration of Knowledge and Ideas
Integration of Knowledge and Ideas	Reading Literature	Literature	<p><b>STANDARD CODE</b></p> <p>LAFS.4.RL.3.7</p>
			<p><b>ACCESS POINT CODE</b></p> <p>LAFS.4.RL.3.AP.7b</p>
			<p><b>Essential Understandings</b></p> <p>➤ 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?).</p>
<p><b>Standard:</b> 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.</p> <p><b>Access Point Standard:</b> 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.</p>			
<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Match an illustration to a story.</p> <p><b>Choice 2:</b> Compare a story's text with the story's illustration.</p> <p><b>Choice 3:</b> Identify the portion of the text that refers to the story's illustration.</p>			
<p><b>Examples</b></p> <p>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? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p>			

Reporting Category	Domain/ Strand	Genre	Cluster 4: Text Types and Purposes						
Text-Based Writing	Writing	Informational	<p><b>STANDARD CODE</b></p> <p>LAFS.4.W.1.2</p>						
			<p><b>ACCESS POINT CODE</b></p> <p>LAFS.4.W.1.AP.2b</p>						
<p><b>Standard:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>									
<p><b>Access Point Standard:</b> 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.</p>									
<table border="1"> <thead> <tr> <th>Essential Understandings</th> <th>Activity Choices</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>➤ Sort relevant and irrelevant information related to a given topic into the correct categories.</li> <li>➤ Identify facts and details from a text related to a specified topic.</li> <li>➤ Develop the topic by identifying at least one relevant fact, definition, or detail from the text.</li> </ul> </td> <td> <p><b>Choice 1:</b> Sort the relevant information related to a given topic.</p> <p><b>Choice 2:</b> Identify facts or details from a text related to a specified topic.</p> <p><b>Choice 3:</b> Identify the topic from a given fact, definition, or detail.</p> </td> <td> <p>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? <b>Response:</b> will vary</p> <p>2. The student is presented with and read a short informational article and three response options. Which detail can be found in this article? <b>Response:</b> will vary</p> <p>3. The student is presented with a definition and three response options. Which topic does this definition support? <b>Response:</b> identifies the correct topic from a choice of three</p> </td> </tr> </tbody> </table>				Essential Understandings	Activity Choices	Examples	<ul style="list-style-type: none"> <li>➤ Sort relevant and irrelevant information related to a given topic into the correct categories.</li> <li>➤ Identify facts and details from a text related to a specified topic.</li> <li>➤ Develop the topic by identifying at least one relevant fact, definition, or detail from the text.</li> </ul>	<p><b>Choice 1:</b> Sort the relevant information related to a given topic.</p> <p><b>Choice 2:</b> Identify facts or details from a text related to a specified topic.</p> <p><b>Choice 3:</b> Identify the topic from a given fact, definition, or detail.</p>	<p>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? <b>Response:</b> will vary</p> <p>2. The student is presented with and read a short informational article and three response options. Which detail can be found in this article? <b>Response:</b> will vary</p> <p>3. The student is presented with a definition and three response options. Which topic does this definition support? <b>Response:</b> identifies the correct topic from a choice of three</p>
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# FSAA—Datafolio Grade 4 Mathematics

Reporting Category	Domain	Cluster 3: Generate and analyze patterns.												
Operations and Algebraic Thinking	Operations and Algebraic Thinking	STANDARD CODE												
		MAFS.4.OA.3.5												
		ACCESS POINT CODE												
		MAFS.4.OA.3.AP.5a												
<p><b>Standard:</b> 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.</p>														
<p><b>Access Point Standard:</b> Generate a pattern when given a rule.</p>														
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	<p><b>Choice 3:</b> Model a pattern using manipulatives.</p>	<p>3. The student is presented with four square (S) tiles and four circular (C) tiles, and asked to create a simple pattern. <b>Response:</b> will vary</p>												

Reporting Category	Domain	Cluster 2: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
		<p><b>Standard:</b> Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p> <p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>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. <i>Examples:</i> <math>3/8 = 1/8 + 1/8 + 1/8</math>; <math>3/8 = 1/8 + 2/8</math>; <math>2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8</math>.</p> <p>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.</p> <p>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.</p>
Number and Operations – Fractions	Number and Operations – Fractions	<p><b>ACCESS POINT CODE</b></p> <p><b>Essential Understandings</b></p> <p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ 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: <math>1 = 1/3 + 1/3 + 1/3</math> or <math>1 = 1/4 + 1/4 + 1/4 + 1/4</math>.</li> <li>➤ 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: <math>2/3 = 1/3 + 1/3</math> or <math>3/4 = 1/4 + 1/4 + 1/4</math>.</li> </ul> <p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Using fraction manipulatives, model a whole and then decompose (i.e., divide) it into equal parts to create a unit fraction.</p> <p><b>Choice 2:</b> Using fraction manipulatives, model a non-unit fraction.</p> <p><b>Choice 3:</b> Understand the following concepts, symbols, and vocabulary: numerator, denominator, fraction, /.</p> <p><b>Examples</b></p> <p>1. The student is presented with a fraction manipulative representing a whole (e.g., four <math>\frac{1}{4}</math> manipulatives placed together. How many equal parts make up the whole? <b>Response:</b> 4</p> <p>2. The student is presented with a partitioned fraction manipulative. How many parts are needed to make <math>\frac{3}{4}</math>? <b>Response:</b> 3</p> <p>3. The student is presented with the fraction <math>\frac{3}{4}</math> and three response options. What is the denominator of the fraction? <b>Response:</b> 4</p>
Number and Operations – Fractions	Number and Operations – Fractions	<p><b>ACCESS POINT CODE</b></p> <p><b>Essential Understandings</b></p> <p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ 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: <math>1 = 1/3 + 1/3 + 1/3</math> or <math>1 = 1/4 + 1/4 + 1/4 + 1/4</math>.</li> <li>➤ 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: <math>2/3 = 1/3 + 1/3</math> or <math>3/4 = 1/4 + 1/4 + 1/4</math>.</li> </ul> <p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Using fraction manipulatives, model a whole and then decompose (i.e., divide) it into equal parts to create a unit fraction.</p> <p><b>Choice 2:</b> Using fraction manipulatives, model a non-unit fraction.</p> <p><b>Choice 3:</b> Understand the following concepts, symbols, and vocabulary: numerator, denominator, fraction, /.</p> <p><b>Examples</b></p> <p>1. The student is presented with a fraction manipulative representing a whole (e.g., four <math>\frac{1}{4}</math> manipulatives placed together. How many equal parts make up the whole? <b>Response:</b> 4</p> <p>2. The student is presented with a partitioned fraction manipulative. How many parts are needed to make <math>\frac{3}{4}</math>? <b>Response:</b> 3</p> <p>3. The student is presented with the fraction <math>\frac{3}{4}</math> and three response options. What is the denominator of the fraction? <b>Response:</b> 4</p>

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	<p><b>STANDARD CODE</b></p> <p>MAFS.4.G.1.2</p>
		<p><b>ACCESS POINT CODE</b></p> <p>MAFS.4.G.1.AP.2a</p>
		<p><b>Standard:</b> 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.</p> <p><b>Access Point Standard:</b> Identify and sort objects based on parallelism, perpendicularity, and angle type.</p>
		<p><b>Essential Understandings</b></p> <p>Concrete:</p> <ul style="list-style-type: none"> <li>➤ Identify attributes within a two-dimensional figure (i.e., sides and angles).</li> <li>➤ Sort manipulatives into categories: <ul style="list-style-type: none"> <li>○ Parallel sides</li> <li>○ Perpendicular sides</li> <li>○ Types of angles</li> </ul> </li> </ul>
		<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Identify attributes within a two-dimensional figure.</p> <p><b>Choice 2:</b> Sort manipulatives into categories (parallel sides, perpendicular sides, types of angles).</p>
		<p><b>Examples</b></p> <p>1. The student is presented with a rectangle and asked to identify a side of the rectangle. <b>Response:</b> a side of the rectangle</p> <p>2. The student is presented with three manipulatives. Which manipulative shows perpendicular sides? <b>Response:</b> perpendicular sides</p>

## 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	LAFS.5.RL.1.2	LAFS.5.RL.1.AP.2a	<p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>▶ Identify what happens in the beginning of a story.</li> <li>▶ Identify what happens at the end of a story.</li> <li>▶ Sequence what happens first, next, and last.</li> <li>▶ Sequence the beginning, middle, and end of a story.</li> <li>▶ Identify a simple summary of a story, poem, or drama.</li> <li>▶ Summarize a portion of the story.</li> </ul>	<p><b>ACCESS POINT CODE</b></p>	<p><b>Standard:</b> 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.</p> <p><b>Access Point Standard:</b> Summarize a portion of text, such as a paragraph or a chapter.</p>			
								<b>STANDARD CODE</b>	<b>Activity Choices</b>	<b>Examples</b>
									<p><b>Choice 1:</b> Identify what happens in the beginning of a story.</p> <p><b>Choice 2:</b> Identify what happens at the end of a story.</p> <p><b>Choice 3:</b> Sequence what happens first, next, and last.</p>	<p>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? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p> <p>3. The student is presented with and read a short story and three response options. What happens after (event in the story)? <b>Response:</b> will vary</p>



Reporting Category	Domain/ Strand	Genre	Cluster 2: Craft and Structure									
Craft and Structure	Informational Text	Informational	<p><b>Standard:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>									
			<p><b>STANDARD CODE</b>  LAFS.5.RI.2.4</p>									
			<p><b>ACCESS POINT CODE</b>  LAFS.5.RI.2.AP.4b</p>									
<p><b>Access Point Standard:</b> Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>												
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	<p><b>Choice 2:</b> Define a domain-specific word by using the context of the text.</p>	<p>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. <b>Response:</b> will vary</p>										

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.	
				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
				<ul style="list-style-type: none"> <li>➤ Identify the topic of text.</li> <li>➤ Identify key details of the topic in a text.</li> <li>➤ Organize key details (graphic organizers, etc.).</li> </ul>	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? <b>Response:</b> will vary
			LAFS.5.SL.1.2		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? <b>Response:</b> will vary
			LAFS.5.SL.1.AP.2b		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? <b>Response:</b> 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
		ACCESS POINT CODE
<b>Standard:</b> Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.		
<b>Access Point Standard:</b> Multiply a fraction by a whole or mixed number using visual fraction models.		
		<b>Essential Understandings</b>
		<b>Concrete:</b> ➤ Place fraction manipulatives in groups as indicated by the whole number in a given multiplication expression (e.g., $2 \times \frac{1}{3} = 2$ groups of $\frac{1}{3}$ or $3 \times \frac{1}{4} = 3$ groups of $\frac{1}{4}$ ). ➤ Use repeated addition/skip counting to find the product (e.g., $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = \frac{2}{3}$ or $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} = \frac{3}{4}$ ).
	MAFS.5.NF.2.6	MAFS.5.NF.2.AP.6a
		<b>Activity Choices</b>
		<b>Choice 1:</b> Use arrays to multiply a whole number by a fraction.  <b>Choice 2:</b> Using grouped fraction manipulatives, match the model to the multiplication expression.  <b>Choice 3:</b> Use repeated addition/skip counting to find the product.
		<b>Examples</b>
		1. The student is presented with the expression $2 \times \frac{1}{3}$ and presented with three response options. Which picture shows $2 \times \frac{1}{3}$ ? <b>Response:</b> picture showing $2 \times \frac{1}{3}$
		2. The student is presented with the multiplication expression $3 \times \frac{1}{4}$ and three response options. Which model shows $3 \times \frac{1}{4}$ ? <b>Response:</b> the group of three $\frac{3}{4}$
		3. The student is presented with the expression $2 \times \frac{1}{3}$ and three response options. Which equation uses addition to show $2 \times \frac{1}{3}$ ? <b>Response:</b> $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

Reporting Category	Domain	Cluster 1: Write and interpret numerical expressions.		
Number and Operations in Base 10	Operations and Algebraic Thinking	<p><b>STANDARD CODE</b></p> <p>MAFS.5.OA.1.2</p>		
		<p><b>ACCESS POINT CODE</b></p> <p>MAFS.5.OA.1.AP.2a</p>		
		<p><b>Standard:</b> Write simple expressions that record calculation with numbers and interpret numerical expressions without evaluating them.</p> <p><b>Access Point Standard:</b> Write a simple expression for a calculation.</p> <p><b>Essential Understandings</b></p> <p>Concrete:</p> <ul style="list-style-type: none"> <li>Use manipulatives and a frame, or template to express the calculation (i.e., “add 8 and 7”).</li> </ul>		
			<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Use manipulatives and a frame, jig, or template to express an addition calculation.</p> <p><b>Choice 2:</b> Use manipulatives and a frame, jig, or template to express a subtraction calculation.</p> <p><b>Choice 3:</b> Use manipulatives and a frame, jig, or template to express a multiplication calculation.</p>	<p><b>Examples</b></p> <p>1. The student is presented with the calculation <math>2 + 3</math> and an addition template (e.g., <math>\underline{\quad} + \underline{\quad} = \underline{\quad}</math>) and asked to show the calculation using manipulatives. <b>Response:</b> <math>2 + 3</math></p> <p>2. The student is presented with the calculation <math>4 - 3</math> and a subtraction template (e.g., <math>\underline{\quad} - \underline{\quad} = \underline{\quad}</math>) and asked to show the calculation on the template using manipulatives. <b>Response:</b> <math>4 - 3</math></p> <p>3. The student is presented with the calculation <math>2 \times 3</math> and a multiplication template (e.g., graphic organizer of an array) and asked to show the calculation on the template using manipulatives. <b>Response:</b> two rows of three manipulatives</p>

Reporting Category	Domain	Cluster 2: Classify two-dimensional figures into categories based on their properties.				
Measurement, Data, and Geometry	Geometry	<p><b>STANDARD CODE</b></p> <p>MAFS.5.G.2.4</p>				
		<p><b>ACCESS POINT CODE</b></p> <p>MAFS.5.G.2.AP.4a</p>				
		<p><b>Standard:</b> Classify two-dimensional figures in a hierarchy based on properties.</p> <p><b>Access Point Standard:</b> Use polygon-shaped manipulatives to classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.</p> <table border="1"> <thead> <tr> <th>Essential Understandings</th> <th>Activity Choices</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td> <p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ Use models and manipulatives to show properties of plane figures.</li> <li>➤ Sort two-dimensional figures based upon their properties.</li> <li>➤ Place sorted two-dimensional figures onto Venn diagram template (e.g., create a Venn diagram from hula hoops).</li> </ul> </td> <td> <p><b>Choice 1:</b> Use models and manipulatives to show properties of plane figures.</p> <p><b>Choice 2:</b> Sort two-dimensional figures based upon their properties.</p> <p><b>Choice 3:</b> Place sorted two-dimensional figures onto a Venn diagram.</p> </td> <td> <p>1. The student is presented with a triangle with angles labeled A, B, and C. Which letter represents an angle of the triangle? <b>Response:</b> A</p> <p>2. The student is presented with rectangles and triangles. Which of these are triangles? <b>Response:</b> the triangles</p> <p>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? <b>Response:</b> correctly places shapes in Venn diagram</p> </td> </tr> </tbody> </table>	Essential Understandings	Activity Choices	Examples	<p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ Use models and manipulatives to show properties of plane figures.</li> <li>➤ Sort two-dimensional figures based upon their properties.</li> <li>➤ Place sorted two-dimensional figures onto Venn diagram template (e.g., create a Venn diagram from hula hoops).</li> </ul>
Essential Understandings	Activity Choices	Examples				
<p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ Use models and manipulatives to show properties of plane figures.</li> <li>➤ Sort two-dimensional figures based upon their properties.</li> <li>➤ Place sorted two-dimensional figures onto Venn diagram template (e.g., create a Venn diagram from hula hoops).</li> </ul>	<p><b>Choice 1:</b> Use models and manipulatives to show properties of plane figures.</p> <p><b>Choice 2:</b> Sort two-dimensional figures based upon their properties.</p> <p><b>Choice 3:</b> Place sorted two-dimensional figures onto a Venn diagram.</p>	<p>1. The student is presented with a triangle with angles labeled A, B, and C. Which letter represents an angle of the triangle? <b>Response:</b> A</p> <p>2. The student is presented with rectangles and triangles. Which of these are triangles? <b>Response:</b> the triangles</p> <p>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? <b>Response:</b> correctly places shapes in Venn diagram</p>				

# 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
	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. Choice 2: Identify actions that can provide answers to questions about the natural world.	Examples  1. The student is presented with and read three choices. How do we learn about stars? <b>Response:</b> View the night sky with a telescope.  2. The student is presented with and read three choices. What is one action to take to learn about plants? <b>Response:</b> Use a ruler to measure the length of a leaf.

Big Idea 10: Forms of Energy			
Body of Knowledge	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.	Examples
	ACCESS POINT CODE	Access Point Standard	
Physical Science	SC.5.P.10.4	Identify one source of sound, heat, or light that uses electricity.	<b>Choice 1:</b> Identify a source of sound that uses electricity. <b>Choice 2:</b> Identify a source of heat that uses electricity. <b>Choice 3:</b> Identify a source of light that uses electricity.
			1. The student is presented with and read three choices. Which object uses electricity to produce sound? <b>Response:</b> alarm clock
			2. The student is presented with and read three choices. Which object uses electricity to produce heat? <b>Response:</b> stove
			3. The student is presented with and read three choices. Which object uses electricity to produce light? <b>Response:</b> lamp

Body of Knowledge		Big Idea 14: Organization and Development of Living Organisms		
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.	ACCESS POINT CODE	Activity Choices	Examples
SC.5.L.14.1	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? <b>Response:</b> 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? <b>Response:</b> 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).	
				ACCESS POINT CODE	Access Point Standard: Identify key individuals, events, or ideas in a text.	
					Essential Understandings	Activity Choices
	LAFS.6.RI.1.3	LAFS.6.RI.1.AP.3a	<ul style="list-style-type: none"> <li>➤ Identify important people, events, or ideas in the text.</li> <li>➤ Identify a description of an event or individual in a text.</li> </ul>	<p><b>Choice 1:</b> Identify important people, events, or ideas in a text.</p> <p><b>Choice 2:</b> Identify a description of an event or individual in a text.</p>	<p>1. The student is presented with and read a short story and three response options. Who is an important person in this story? <b>Response:</b> will vary</p> <p>2. The student is presented with and read a short story and three response options. Which section from the story shows what happened? <b>Response:</b> will vary</p>	

Reporting Category	Domain/ Strand	Genre	Cluster 3: Vocabulary
Craft and Structure	Language	Literature	<p><b>STANDARD CODE</b></p>
			<p><b>Standard:</b> 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.</p> <p>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.</p> <p>4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>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.</p> <p>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).</p>
			<p><b>ACCESS POINT CODE</b></p>
<b>Access Point Standard:</b> Find the precise meaning of a word.			
<b>Essential Understandings</b>			
<ul style="list-style-type: none"> <li>➤ Sort a given list of words into alphabetical order.</li> <li>➤ Identify the definition when presented with the entire listing of a word from a dictionary.</li> <li>➤ Identify the part of speech of a word when presented with the entire listing of a word from a dictionary.</li> <li>➤ Use the context to help decide which definition (from a list of definitions) is the most appropriate choice.</li> <li>➤ Consult a dictionary (print or digital) to clarify precise meaning.</li> </ul>			
<b>LAFS.6.L.3.4</b>			
<b>LAFS.6.L.3.AP.4F</b>			
<b>Activity Choices</b>			
<p><b>Choice 1:</b> Sort a given list of words into alphabetical order.</p> <p><b>Choice 2:</b> Identify the definition when presented with the entire listing of a word from a dictionary.</p> <p><b>Choice 3:</b> Identify the part of speech of a word when presented with the entire listing of the word from a dictionary.</p>			
<b>Examples</b>			
<p>1. The student is presented with and read a word and three response options. Which word comes next in alphabetical order? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p> <p>3. The student is presented with three words with definitions including the part of speech. Which word is a noun? <b>Response:</b> will vary</p>			

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.	Examples	
				ACCESS POINT CODE	<p>Access Point Standard: Compare texts from different genres that have a similar theme or address the same topic.</p> <p>Essential Understandings</p> <ul style="list-style-type: none"> <li>➤ Identify the theme or topic of a written story.</li> <li>➤ Identify similarities between two texts on the same topic.</li> </ul>		
		LAFS.6.RL.3.9		LAFS.6.RL.3.AP.9a		<p><b>Choice 1:</b> Identify the theme or topic of different texts.</p> <p><b>Choice 2:</b> Identify similarities between two texts on the same topic.</p>	<p>1. The student is presented with and read a short historical story and three response options. This historical story is mainly about which topic? <b>Response:</b> a girl who lived during the Civil War</p> <p>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? <b>Response:</b> The poem and the story both show how brave the main characters were.</p>

# FSAA—Datafolio Grade 6 Mathematics

Reporting Category	Domain	Cluster 1: Apply and extend previous understandings of arithmetic to algebraic expressions.						
Expressions and Equations	Expressions and Equations	STANDARD CODE						
		MAFS.6.EE.1.4						
		ACCESS POINT CODE						
		MAFS.6.EE.1.AP.4a						
<p><b>Standard:</b> 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 <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</p> <p><b>Access Point Standard:</b> Evaluate whether sides of an equation are equal using models.</p>								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9534f; color: white;">Essential Understandings</th> <th style="background-color: #d9534f; color: white;">Activity Choices</th> <th style="background-color: #d9534f; color: white;">Examples</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9534f; color: white;"> <p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ Use objects to determine if both sides of an equation are equal.</li> <li>➤ Use visual representations to determine if both sides of an equation are equal.</li> <li>➤ Match both sides of an equation to a given set.</li> </ul> </td> <td style="background-color: #d9534f; color: white;"> <p><b>Choice 1:</b> Use objects to determine if both sides of an equation are equal.</p> <p><b>Choice 2:</b> Use visual representations to determine if both sides of an equation are equal.</p> <p><b>Choice 3:</b> Match both sides of an equation to a given set.</p> </td> <td style="background-color: #d9534f; color: white;"> <p>1. The student is presented three equations modeled with manipulatives. Which of these equations is true? <b>Response:</b> will vary</p> <p>2. The student is presented with three symbolic equations as response options. Which of these equations is true? <b>Response:</b> will vary</p> <p>3. The student is presented with numeric and symbolic equations to match, such as <math>3 + 2 = 4 + 1</math> to <math>\bullet\bullet\bullet\bullet\bullet = \bullet\bullet\bullet\bullet\bullet</math> or <math>5 = 5</math>.</p> </td> </tr> </tbody> </table>			Essential Understandings	Activity Choices	Examples	<p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ Use objects to determine if both sides of an equation are equal.</li> <li>➤ Use visual representations to determine if both sides of an equation are equal.</li> <li>➤ Match both sides of an equation to a given set.</li> </ul>	<p><b>Choice 1:</b> Use objects to determine if both sides of an equation are equal.</p> <p><b>Choice 2:</b> Use visual representations to determine if both sides of an equation are equal.</p> <p><b>Choice 3:</b> Match both sides of an equation to a given set.</p>	<p>1. The student is presented three equations modeled with manipulatives. Which of these equations is true? <b>Response:</b> will vary</p> <p>2. The student is presented with three symbolic equations as response options. Which of these equations is true? <b>Response:</b> will vary</p> <p>3. The student is presented with numeric and symbolic equations to match, such as <math>3 + 2 = 4 + 1</math> to <math>\bullet\bullet\bullet\bullet\bullet = \bullet\bullet\bullet\bullet\bullet</math> or <math>5 = 5</math>.</p>
Essential Understandings	Activity Choices	Examples						
<p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ Use objects to determine if both sides of an equation are equal.</li> <li>➤ Use visual representations to determine if both sides of an equation are equal.</li> <li>➤ Match both sides of an equation to a given set.</li> </ul>	<p><b>Choice 1:</b> Use objects to determine if both sides of an equation are equal.</p> <p><b>Choice 2:</b> Use visual representations to determine if both sides of an equation are equal.</p> <p><b>Choice 3:</b> Match both sides of an equation to a given set.</p>	<p>1. The student is presented three equations modeled with manipulatives. Which of these equations is true? <b>Response:</b> will vary</p> <p>2. The student is presented with three symbolic equations as response options. Which of these equations is true? <b>Response:</b> will vary</p> <p>3. The student is presented with numeric and symbolic equations to match, such as <math>3 + 2 = 4 + 1</math> to <math>\bullet\bullet\bullet\bullet\bullet = \bullet\bullet\bullet\bullet\bullet</math> or <math>5 = 5</math>.</p>						

Reporting Category	Domain	Cluster 1: Solve real-world and mathematical problems involving area, surface area, and volume.			
		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.	ACCESS POINT CODE	Access Point Standard: Find the area of quadrilaterals using models.
Geometry	Geometry	MAFS.6.G.1.1	Essential Understandings Concrete: ➤ Use square tiles to cover a rectangle. ➤ Count the number of tiles to determine the area.	Activity Choices	Examples
				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. <b>Response:</b> 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. Choice 3: Count the number of square tiles to determine the 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? <b>Response:</b> square 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? <b>Response:</b> 6

Reporting Category		Domain	Cluster 1: Develop understanding of statistical variability.			
Standard Code		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.			
Access Point Code		Access Point Standard	Find the range of a given data set.			
Essential Understandings		Concrete:	Activity Choices	Examples		
Statistics and Probability	MAFS.6.SP.1.2	MAFS.6.SP.1.AP.2a	<ul style="list-style-type: none"> <li>➤ Add responses to a number line.</li> <li>➤ Identify the smallest number and the largest number in the range.</li> </ul>	<p><b>Choice 1:</b> Add responses to a number line plot.</p>	<p>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? <b>Response:</b> Student identifies the correct placement of the mark.</p>	
				<p><b>Choice 2:</b> Identify the smallest number and/or the largest number in a range.</p>	<p>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? <b>Response:</b> 3</p>	

## 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
			LAFS.7.RL.1.1
			ACCESS POINT CODE
<b>Standard:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
<b>Access Point Standard:</b> Refer to details and examples in a text when explaining what the text says explicitly.			
		Essential Understandings	Activity Choices
		<ul style="list-style-type: none"> <li>➤ Identify a detail or example in a text.</li> <li>➤ Explain what a text says explicitly.</li> </ul>	<b>Choice 1:</b> Identify a detail or example in a text.  <b>Choice 2:</b> Explain what a text says explicitly.  <b>Choice 3:</b> Identify which idea is being supported in the text.
		LAFS.7.RL.1.AP.1a	Examples
			1. The student is presented with and read a short story and three response options. Which is an important detail from the story? <b>Response:</b> will vary  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? <b>Response:</b> will vary  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? <b>Response:</b> will vary

Reporting Category	Domain/ Strand	Genre	Cluster 3: Vocabulary Acquisition and Use
Craft and Structure	Language	Informational	<p><b>Standard:</b> 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.</p> <p>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.</p> <p>4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>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.</p> <p>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).</p>
			<p><b>STANDARD CODE</b></p>
Craft and Structure	Language	Informational	<p><b>ACCESS POINT CODE</b></p> <p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Recall the meaning of frequently used nouns.</li> <li>➤ Identify multiple meaning words up to two grade levels below the student’s grade level.</li> <li>➤ Identify the context in which the unknown word is being used by looking at the text before and after it.</li> <li>➤ List the possible meanings of an unknown word by using the context (words surrounding the unknown word).</li> <li>➤ Use a dictionary to verify the meaning guessed by using the surrounding words.</li> </ul> <p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Recall the meaning of frequently used nouns.</p> <p><b>Choice 2:</b> Identify multiple-meaning words.</p> <p><b>Choice 3:</b> Identify the context in which an unknown word is being used by looking at the text before and after it.</p> <p><b>Examples</b></p> <p>1. The student is presented with and read a word and three response options. What is the best definition of this noun? <b>Response:</b> will vary</p> <p>2. The student is presented with a missing word and three response options. Which word fits in both sentences? <b>Response:</b> will vary</p> <p>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?” <b>Response:</b> will vary</p>
			LAFS.7.L.3.4

Reporting Category	Domain/ Strand	Genre	STANDARD CODE	ACCESS POINT CODE	Cluster 1: Conventions of Standard English	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.	
Language and Editing	Language	Literature or Informational	LAFS.7.L.1.2	LAFS.7.L.1.AP.2b	<p><b>Access Point Standard:</b> Spell words correctly in writing.</p> <p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Use spelling features typically representative of Letter Name spellers (beginning consonants, ending consonants, preconsonantal nasals, medial vowels, affricates).</li> <li>➤ 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.).</li> <li>➤ Use spelling features typically representative of Syllables and Affixes spellers (e.g., open/closed syllables, doubling, etc.).</li> </ul>	<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Use spelling features typically representative of Letter Name spellers.</p> <p><b>Choice 2:</b> Use spelling features typically representative of Within Word spellers.</p> <p><b>Choice 3:</b> Use spelling features typically representative of Syllables and Affixes spellers.</p>	<p><b>Examples</b></p> <p>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. <b>Response:</b> 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.</p> <p>2. The teacher says (a word) out loud, and the student spells the word using manipulative letters or assistive technology. <b>Response:</b> 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.</p> <p>3. The teacher says (a word) out loud, and the student spells the word using manipulative letters or assistive technology. <b>Response:</b> 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.</p>

# FSAA—Datafolio Grade 7 Mathematics

Reporting Category	Domain	Cluster 2: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.						
		<p><b>Standard:</b> 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 <math>\frac{1}{10}</math> of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> 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.</p>						
		<p><b>ACCESS POINT CODE</b></p> <p><b>Access Point Standard:</b> Solve real-world, multi-step problems using positive and negative rational numbers (whole numbers, fractions, and decimals).</p>						
Expressions and Equations	Expressions and Equations	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f08080; color: white;">Essential Understandings</th> <th style="background-color: #f08080; color: white;">Activity Choices</th> <th style="background-color: #f08080; color: white;">Examples</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f08080;"> <p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate operations using manipulatives when presented with common language (altogether, left over, sum, etc.).</li> <li>➤ Create an array of objects into groups to model the role of equal groups in a multiplication or division situation.</li> <li>➤ Given a set number of manipulatives, distribute them evenly to create a deficit (e.g., given 10 markers, distribute 1 each to 15 students).</li> <li>➤ Given a set number of manipulatives, distribute them evenly to create a fraction (e.g., given 10 pieces of chalk distribute <math>\frac{1}{2}</math> piece to 20 students).</li> </ul> </td> <td style="background-color: #f08080;"> <p><b>Choice 1:</b> Demonstrate operations using manipulatives when presented with common language (altogether, left over, sum, etc.).</p> <p><b>Choice 2:</b> Create an array of objects into groups to model the role of equal groups in a multiplication or division situation.</p> <p><b>Choice 3:</b> Given a set number of manipulatives, distribute them evenly to create a deficit.</p> </td> <td style="background-color: #f08080;"> <p>1. The student is presented with 2 blocks and then given 2 more blocks. How many blocks are 2 blocks and 2 blocks altogether? <b>Response:</b> 4</p> <p>2. The student is presented with 6 blocks and response options of three different arrays. Which array models the multiplication fact <math>3 \times 2</math>? <b>Response:</b> 3 rows of 2 blocks</p> <p>3. The student is presented with 3 markers and three response options. Give 1 marker to each of 5 students. <b>Response:</b> There are not enough markers; I need two more.</p> </td> </tr> </tbody> </table>	Essential Understandings	Activity Choices	Examples	<p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate operations using manipulatives when presented with common language (altogether, left over, sum, etc.).</li> <li>➤ Create an array of objects into groups to model the role of equal groups in a multiplication or division situation.</li> <li>➤ Given a set number of manipulatives, distribute them evenly to create a deficit (e.g., given 10 markers, distribute 1 each to 15 students).</li> <li>➤ Given a set number of manipulatives, distribute them evenly to create a fraction (e.g., given 10 pieces of chalk distribute <math>\frac{1}{2}</math> piece to 20 students).</li> </ul>	<p><b>Choice 1:</b> Demonstrate operations using manipulatives when presented with common language (altogether, left over, sum, etc.).</p> <p><b>Choice 2:</b> Create an array of objects into groups to model the role of equal groups in a multiplication or division situation.</p> <p><b>Choice 3:</b> Given a set number of manipulatives, distribute them evenly to create a deficit.</p>	<p>1. The student is presented with 2 blocks and then given 2 more blocks. How many blocks are 2 blocks and 2 blocks altogether? <b>Response:</b> 4</p> <p>2. The student is presented with 6 blocks and response options of three different arrays. Which array models the multiplication fact <math>3 \times 2</math>? <b>Response:</b> 3 rows of 2 blocks</p> <p>3. The student is presented with 3 markers and three response options. Give 1 marker to each of 5 students. <b>Response:</b> There are not enough markers; I need two more.</p>
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		<p style="text-align: center;">MAFS.7.EE.2.3</p> <p style="text-align: center;">MAFS.7.EE.2.AP.3a</p>						

Reporting Category	Domain	Cluster 2: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
Geometry	Geometry	<p><b>STANDARD CODE</b></p> <p>MAFS.7.G.2.6</p>
		<p><b>ACCESS POINT CODE</b></p> <p>MAFS.7.G.2.AP.6a</p>
		<p><b>Standard:</b> 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.</p> <p><b>Access Point Standard:</b> Add the area of each face of a prism to find the surface area of three-dimensional objects.</p>
		<p><b>Essential Understandings</b></p> <p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate an understanding of the concept of the surface area.</li> <li>➤ Recognize that surface area is found by adding up the individual areas of each face.</li> <li>➤ Add whole numbers using appropriate tools, as needed.</li> <li>➤ Understand two- and three-dimensional dimensionality (two-dimensional is space covered, three-dimensional is the space within).</li> </ul>
		<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Use manipulatives to find the area of a face of a shape.</p> <p><b>Choice 2:</b> Identify the number of faces of a three-dimensional figure.</p> <p><b>Choice 3:</b> Differentiate between a two-dimensional figure and a three-dimensional figure.</p>
		<p><b>Examples</b></p> <p>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? <b>Response:</b> will vary</p> <p>2. The student is presented with a three-dimensional figure. How many faces does this figure have? <b>Response:</b> will vary</p> <p>3. The student is presented with the manipulative of a cube, a square, and a rectangle. Which of these is a three-dimensional figure? <b>Response:</b> cube</p>

**Reporting Category** Cluster 3: Investigate chance processes and develop, use, and evaluate probability models.

**Domain**

**STANDARD CODE**

**Standard:** Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

- 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.
- 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.
- 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?

**ACCESS POINT CODE**

**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).

**Statistics and Probability**

**Statistics and Probability**

**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.

**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.

**Examples**

- 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
- 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
- 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:**  $\frac{1}{2}$

MAFS.7.SP.3.8

MAFS.7.SP.3.AP.8b

## 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	<p><b>Standard:</b> 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.</p> <p><b>ACCESS POINT CODE</b></p>	<p><b>Activity Choices</b></p>
				<p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Identify the main idea of a text.</li> <li>➤ Identify key details related to the main idea of a text.</li> <li>➤ Identify how key details support the main idea.</li> <li>➤ Identify a factual summary/statement about the text.</li> </ul>	<p><b>Examples</b></p>	
				LAFS.8.RI.1.2	LAFS.8.RI.1.AP.2c	
						<p><b>Choice 1:</b> Identify the main idea of a text.</p> <p><b>Choice 2:</b> Identify key details related to the main idea of a text.</p> <p><b>Choice 3:</b> Identify a factual summary/statement about a text.</p>
						<p>1. The student is presented with and read a short informational text and three response options. What is this article mainly about? <b>Response:</b> will vary</p> <p>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.) <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p>



Reporting Category	Domain/Strand	Genre	Cluster 3: Vocabulary Acquisition and Use
Craft and Structure	Language	Literature	<p><b>Standard:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5a. Interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>5b. Use the relationship between particular words to better understand each of the words.</p> <p>5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>
			<p><b>STANDARD CODE</b></p> <p>LAFS.8.L.3.5</p>
			<p><b>ACCESS POINT CODE</b></p> <p>LAFS.8.L.3.AP.5c</p>
<p><b>Access Point Standard:</b> Use the relationship between particular words to better understand each of the words.</p>			
<p><b>Essential Understandings</b></p> <p>➤ For a given pair of words, determine the relationship between the words (e.g., cause/effect, part/whole, category).</p>			
<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> For a given pair of words, determine the relationship between the words.</p> <p><b>Choice 2:</b> Sort words into appropriate categories to show the relationship between the words.</p> <p><b>Choice 3:</b> Identify a word that is related to a given word and similar in definition and meaning.</p>			
<p><b>Examples</b></p> <p>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. <b>Response:</b> will vary</p> <p>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.) <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p>			

Reporting Category	Domain/ Strand	Genre	Cluster 1: Comprehension and Collaboration	
Text-based Writing	Writing	Informational	<p><b>Standard:</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>1d. Establish and maintain a formal style.</p> <p>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
			<p><b>STANDARD CODE</b></p>	
	<p><b>ACCESS POINT CODE</b></p>	<p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Given a writer’s claims, identify the writer’s perspective on the topic (e.g., pro or con).</li> <li>➤ Identify a reason/evidence that supports a claim within a persuasive text.</li> <li>➤ Develop a list of ideas that support a claim.</li> <li>➤ Group the ideas into categories that link to the claim.</li> </ul>	<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Given a writer’s claims, identify the writer’s perspective on the topic.</p> <p><b>Choice 2:</b> Identify a reason or evidence that supports a claim within a persuasive text.</p> <p><b>Choice 3:</b> Group ideas into categories that link to a claim.</p>	<p><b>Examples</b></p> <p>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. <b>Response:</b> will vary</p> <p>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.) <b>Response:</b> will vary</p> <p>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. <b>Response:</b> will vary</p>
			<p><b>Access Point Standard:</b> Create an organizational structure in which ideas are logically grouped to support the writer’s claim.</p>	

# FSAA—Datafolio Grade 8 Mathematics

Reporting Category	Domain	Cluster 1: Define, evaluate, and compare functions.				
Functions	Functions	<p><b>STANDARD CODE</b></p>				
		<p><b>ACCESS POINT CODE</b></p>				
		<p><b>Standard:</b> Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function <math>A = s^2</math> 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.</p>				
		<p><b>MAFS.8.F.1.3</b></p>	<p><b>MAFS.8.F.1.AP.3a</b></p>	<p><b>Essential Understandings</b></p> <p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ Identify a linear function on a graph as one that forms a straight line.</li> <li>➤ Identify a non-linear function on a graph as one that does not make a straight line.</li> </ul>	<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Identify a linear function on a graph as one that forms a straight line.</p> <p><b>Choice 2:</b> Identify a nonlinear function on a graph as one that does not make a straight line.</p>	<p><b>Examples</b></p> <p>1. The student is presented with and read three graphs as response options. Which graph represents a linear function?  <b>Response:</b> linear function</p> <p>2. The student is presented with and read three graphs as response options. Which graph represents a nonlinear function?  <b>Response:</b> nonlinear function</p>

Reporting Category	Domain	Cluster 1: Understand congruence and similarity using physical models, transparencies, or geometry software.				
Geometry	Geometry	<p><b>STANDARD CODE</b></p> <p><b>Standard:</b> 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.</p>				
		<p><b>ACCESS POINT CODE</b></p> <p><b>Access Point Standard:</b> Compare area and volume of similar figures.</p>				
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Reporting Category	Domain	Cluster 1: Investigate patterns of association in bivariate data.											
<p>Statistics and Probability and the Number System</p>	<p>Statistics and Probability</p>	<p><b>STANDARD CODE</b></p>											
		<p><b>ACCESS POINT CODE</b></p>											
		<p><b>Essential Understandings</b></p> <p>Concrete:</p> <ul style="list-style-type: none"> <li>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).</li> <li>Identify the appropriate statement when given a relationship between two variables (may use graphic supports such as highlighted transparency of an association).</li> </ul>											
<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Identify a similar distribution when given a choice of three.</p> <p><b>Choice 2:</b> Identify the appropriate statement when given a relationship between two variables. Display two sets of data in a two-way table.</p>	<p><b>Examples</b></p> <p>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? <b>Response:</b> normal distribution</p> <p>2. The student is presented with a completed table and two response options. Do more male students like Math or Art?</p> <table border="1" data-bbox="878 180 984 564"> <thead> <tr> <th>Gender</th> <th>Math</th> <th>Art</th> <th>Total</th> </tr> </thead> <tbody> <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> </tbody> </table> <p><b>Response:</b> Math</p>	Gender	Math	Art	Total	Male	3	2	5	Female	4	1	5
Gender	Math	Art	Total										
Male	3	2	5										
Female	4	1	5										
<p><b>Standard:</b> 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?</p> <p><b>Access Point Standard:</b> Analyze displays of bivariate data to develop or select appropriate claims about those data.</p>													

# 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.	Examples
	ACCESS POINT CODE	Activity Choices	Examples
	SC.8.N.4.2	<p style="text-align: center;">Recognize a way science is used in the community.</p> <p>➤</p>	<p>1. The student is presented with and read three choices. What is one way science is used to keep people healthy in the community? <b>Response:</b> a doctor fixing a broken bone</p> <p>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? <b>Response:</b> recycling</p> <p>3. The student is presented with a person from the community (e.g., veterinarian) and read three choices. <b>Response:</b> matches “veterinarian” to “cares for animals”</p>
	SC.8.N.4.Pa.1	<p><b>Choice 1:</b> Identify science that helps maintain health.</p> <p><b>Choice 2:</b> Identify science that helps address pollution.</p> <p><b>Choice 3:</b> Match a person who uses science with the way the person uses it in the community.</p>	

Body of Knowledge	Big Idea 8: Properties of Matter		
	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.	
Physical Science	SC.8.P.8.4	ACCESS POINT CODE	Examples
		Access Point Standard	Activity Choices
		<p>➤ Recognize substances by physical properties, such as weight (heavy and light), size (big and small), and temperature (hot and cold).</p>	<p>Choice 1: Identify a substance by weight.</p> <p>Choice 2: Identify a substance by size.</p> <p>Choice 3: Identify a substance by temperature.</p>
SC.8.P.8.3		<p>1. The student is presented with and read three choices. Which object is heavier than a piece of paper? <b>Response:</b> rock</p> <p>2. The student is presented with and read three choices. Which object is smaller than a chair? <b>Response:</b> penny</p> <p>3. The student is presented with and read three choices. Which substance is cold? <b>Response:</b> Ice is cold.</p>	

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	Examples
		SC.8.L.18.Pa.1	<p>Activity Choices</p> <p>Choice 1: Identify that plants need water to grow.</p> <p>Choice 2: Identify that plants need light to grow.</p>
		Recognize that plants need water and light to grow.	<p>1. The student is presented with and read three choices. What helps a plant to grow? <b>Response:</b> water</p> <p>2. The student is presented with and read three choices. What does a flower need to grow? <b>Response:</b> sunlight</p>



## FSA—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	
			LAFS.910.RI.1.1	
			ACCESS POINT CODE	
<b>Standard:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
<b>Access Point Standard:</b> Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.				
		Essential Understandings	Activity Choices	Examples
		<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Categorize the evidences into the three categories: inference, conclusion, and/or summary.</li> <li>➤ Choose the strongest piece of evidence in each category.</li> </ul>	<p><b>Choice 1:</b> Identify a conclusion from an informational text.</p> <p><b>Choice 2:</b> Identify a summary from an informational text.</p> <p><b>Choice 3:</b> Identify details to support an inference, conclusion, or summary.</p>	<p>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? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p> <p>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.) <b>Response:</b> will vary</p>
		LAFS.910.RI.1.AP.1b		

Reporting Category	Domain/Strand	Genre	Cluster 3: Vocabulary Acquisition and Use
Craft and Structure	Language	Informational	<p><b>Standard:</b> 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.</p> <p>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.</p> <p>4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>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.</p> <p>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).</p>
			<p><b>STANDARD CODE</b></p>
			<p><b>ACCESS POINT CODE</b></p>
			<p><b>ACCESS POINT Standard:</b> Find the precise meaning of a word.</p>
			<p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Sort a given list of words into alphabetical order.</li> <li>➤ <b>Identify guide words.</b></li> <li>➤ Identify the definition when presented with the entire listing of a word from a dictionary.</li> <li>➤ <b>Identify the part of speech of a word when presented with the entire listing of a word from a dictionary.</b></li> <li>➤ <b>Use the context to help decide which definition (from a list of definitions) is the most appropriate choice.</b></li> </ul>
	LAFS.910.L.3.4		<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Identify guide words.</p> <p><b>Choice 2:</b> Identify the part of speech of a word when presented with the entire listing of the word from a dictionary.</p> <p><b>Choice 3:</b> Use context to help decide which definition from a list of definitions is the most appropriate choice.</p>
			<p><b>Examples</b></p> <p>1. The student is presented with and read three words on a glossary page. Which two words are guide words on this page? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p>

Reporting Category	Domain/Strand	Genre	Cluster: Integration of Knowledge and Ideas								
Integration of Knowledge and Ideas	Reading Informational Text	Informational	<p><b>STANDARD CODE</b></p> <p>LAFS.910.RI.3.8</p>								
			<p><b>ACCESS POINT CODE</b></p> <p>LAFS.910.RI.3.AP.8a</p>								
			<p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Find a claim/argument the author makes in the text.</li> <li>➤ List/highlight one or more sentences that support the claim.</li> </ul>								
			<p><b>Standard:</b> 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.</p> <p><b>Access Point Standard:</b> Identify claims and arguments made by the author.</p>								
			<table border="1"> <thead> <tr> <th>Activity Choices</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td> <p><b>Choice 1:</b> Identify a claim/argument the author makes in a text.</p> </td> <td> <p>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. <b>Response:</b> will vary</p> </td> </tr> <tr> <td> <p><b>Choice 2:</b> Identify one or more details that support a claim.</p> </td> <td> <p>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.) <b>Response:</b> will vary</p> </td> </tr> <tr> <td> <p><b>Choice 3:</b> List two pieces of evidence that supports the claim.</p> </td> <td> <p>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.) <b>Response:</b> will vary</p> </td> </tr> </tbody> </table>	Activity Choices	Examples	<p><b>Choice 1:</b> Identify a claim/argument the author makes in a text.</p>	<p>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. <b>Response:</b> will vary</p>	<p><b>Choice 2:</b> Identify one or more details that support a claim.</p>	<p>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.) <b>Response:</b> will vary</p>	<p><b>Choice 3:</b> List two pieces of evidence that supports the claim.</p>	<p>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.) <b>Response:</b> will vary</p>
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## FSA—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		Cluster 3: Key Ideas and Details	
Domain/ Strand	Genre	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.
Key Ideas and Details	Reading Literature	Literature	<p><b>ACCESS POINT CODE</b></p> <p><b>Access Point Standard:</b> Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.</p>
			<p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>➤ List how or why a character's decisions make them a complex character.</li> <li>➤ Create a timeline of events (i.e., beginning, middle, end) that contributes to the development of the complex character in a text.</li> <li>➤ Identify how a character changes over time by analyzing how the character develops throughout the text.</li> </ul>
		LAFS.910.RL.1.3	
		LAFS.910.RL.1.AP.3B	
			<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Identify a reason that a character from a story makes a decision.</p> <p><b>Choice 2:</b> Identify a character at the beginning of a story and the same character at the end of the story.</p> <p><b>Choice 3:</b> Order key events from a story.</p>
			<p><b>Examples</b></p> <p>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)? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p> <p>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. <b>Response:</b> will vary</p>

Reporting Category	Domain/Strand	Genre	Cluster 3: Vocabulary Acquisition and Use	
Craft and Structure	Language	Literature	<p><b>Standard:</b> 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.</p> <p>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.</p> <p>4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>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.</p> <p>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).</p> <p><b>STANDARD CODE</b></p>	
			ACCESS POINT CODE	<p><b>Access Point Standard:</b> Verify the prediction of the meaning of a new word or phrase.</p>
			LAFS.910.L.3.AP.4a	<p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>➤ Use word parts (affixes, roots) to help predict the meaning of an unknown word.</li> <li>➤ Use the context to help decide which definition (from a list of definitions) is the most appropriate choice.</li> </ul>
LASF.910.L.3.4	LAFS.910.L.3.AP.4a		<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Use affixes and roots to help predict the meaning of an unknown word.</p> <p><b>Choice 2:</b> Use context to help decide which definition from a list of definitions is the most appropriate choice.</p> <p><b>Choice 3:</b> Use context from within a sentence to help determine meaning.</p>	
			<p><b>Examples</b></p> <p>1. The student is presented with and read a word in isolation and three response options. Which is the correct definition of (a word)? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p>	

Reporting Category	Domain/ Strand	Genre	Cluster 3: Integration of Knowledge and Ideas			
Integration of Knowledge and Ideas	Reading Informational Text	Informational	<p><b>STANDARD CODE</b></p> <p>LAFS.910.RI.3.7</p>			
			<p><b>ACCESS POINT CODE</b></p> <p>LAFS.910.RI.3.AP.7a</p>			
			<p><b>Standard:</b> 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.</p> <p><b>Access Point Standard:</b> Compare and contrast various accounts of a subject in two or more mediums.</p> <table border="1"> <thead> <tr> <th>Essential Understandings</th> <th>Activity Choices</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>➤ Identify, from print sources, information about the topic of the informational report.</li> <li>➤ Identify, from digital sources, information about the topic of the informational report.</li> <li>➤ Compare/contrast how the topic is portrayed in each medium.</li> </ul> </td> <td> <p><b>Choice 1:</b> Identify information about a topic from two print sources.</p> <p><b>Choice 2:</b> Identify information about a topic from two digital sources.</p> <p><b>Choice 3:</b> Compare and/or contrast information on a topic from one print and one digital source.</p> </td> <td> <p>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? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p> </td> </tr> </tbody> </table>	Essential Understandings	Activity Choices	Examples
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## 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	<p><b>STANDARD CODE</b></p> <p style="text-align: center;">MAFS.912.S-ID.1.2</p>
		<p><b>Standard:</b> 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.</p>
		<p><b>ACCESS POINT CODE</b></p> <p><b>Essential Understandings</b></p> <p>Concrete:</p> <ul style="list-style-type: none"> <li>➤ Given a data display, identify outliers in the data set.</li> <li>➤ Identify the highest and lowest value in a data set given a number line and matching symbols (concept of range).</li> <li>➤ 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).</li> <li>➤ Find the mean using concrete materials.</li> </ul>
		<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Given a scatter plot, identify outliers in a data set.</p> <p><b>Choice 2:</b> Identify the highest and lowest values in a data set given a number line and matching symbols (concept of range).</p> <p><b>Choice 3:</b> Identify the concept of mode or median using manipulatives.</p>
		<p><b>Examples</b></p> <p>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? <b>Response:</b> will vary</p> <p>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? <b>Response:</b> will vary</p> <p>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. <b>Response:</b> will vary</p>

Reporting Category	Domain	Cluster 1: Create equations that describe numbers or relationships.
Algebra and Modeling	Algebra: Creating Equations	<p><b>STANDARD CODE</b></p> <p>MAFS.912.A-CED.1.2</p>
		<p><b>ACCESS POINT CODE</b></p> <p>MAFS.912.A-CED.1.AP.2a</p>
		<p><b>Standard:</b> Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p><b>Access Point Standard:</b> Graph equations in two or more variables on coordinate axes with labels and scales.</p>
		<p><b>Essential Understandings</b></p> <p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ Match the equation to its graph.</li> <li>➤ Identify point of intersection between two graphs (of a two-variable equation).</li> <li>➤ Use tools to graph equations in two variables (i.e., manipulatives, calculators, equation calculators, software, etc.)</li> </ul>
		<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Identify an equation with two variables.</p> <p><b>Choice 2:</b> Match an equation to its graph.</p> <p><b>Choice 3:</b> Identify point of intersection between two graphs (of a two-variable equation).</p>
		<p><b>Examples</b></p> <p>1. The student is presented with and read three equations as response options. Which equation has two variables? <b>Response:</b> equation with two variables</p> <p>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? <b>Response:</b> will vary</p> <p>3. The student is presented with and read three graphs as response options. Which graph shows intersecting lines? <b>Response:</b> one showing intersecting lines</p>

Reporting Category	Domain	Cluster 2: Interpret functions that arise in applications in terms of the context.																	
Functions and Modeling	Functions: Interpreting Functions	<p><b>STANDARD CODE</b></p> <p>MAFS.912.F-IF.2.6</p>																	
		<p><b>ACCESS POINT CODE</b></p> <p>MAFS.912.F-IF.2.AP.6a</p>																	
		<p><b>Standard:</b> 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.</p> <p><b>Access Point Standard:</b> Describe the rate of change of a function using words.</p>																	
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# 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	<p><b>STANDARD CODE</b></p> <p>MAFS.912.G-SRT.1.2</p>
		<p><b>ACCESS POINT CODE</b></p> <p>MAFS.912.G-SRT.1.AP.2a</p>
		<p><b>Essential Understandings</b></p> <p><b>Concrete:</b></p> <ul style="list-style-type: none"> <li>➤ Select two objects that are the same shape.</li> <li>➤ Use appropriate tools as needed to duplicate a shape (e.g., wiki sticks, computers, interactive white boards, markers).</li> <li>➤ Use geometry software to create dilations.</li> <li>➤ Identify congruent angles of similar figures.</li> </ul>
		<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Select two objects that are the same shape.</p> <p><b>Choice 2:</b> Use appropriate tools as needed to duplicate a shape.</p> <p><b>Choice 3:</b> Identify congruent angles of similar figures.</p>
		<p><b>Examples</b></p> <ol style="list-style-type: none"> <li>1. The student is presented with a right triangle and three response options. Which picture shows a right triangle? <b>Response:</b> right triangle</li> <li>2. The student is presented with a shape using wiki sticks, computers, interactive white boards, or markers to duplicate a shape. <b>Response:</b> will vary</li> <li>3. Student is presented with two congruent triangles; triangle ABC and triangle DEF. What angle in triangle DEF is congruent to angle A? <b>Response:</b> angle D</li> </ol>

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	<p><b>STANDARD CODE</b></p> <p>MAFS.912.G-GMD.2.4</p>
		<p><b>ACCESS POINT CODE</b></p> <p>MAFS.912.G-GMD.2.AP.4a</p>
		<p><b>Standard:</b> Identify the shapes of two-dimensional cross sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p> <p><b>Access Point Standard:</b> Identify shapes created by cross sections of two-dimensional and three-dimensional figures.</p> <p><b>Essential Understandings</b></p> <p>Concrete:</p> <ul style="list-style-type: none"> <li>Identify the shape of a side(s) of a three-dimensional object.</li> <li>Match a picture of the side with a picture of the shape.</li> </ul> <p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Identify the shape of a side(s) of a three-dimensional object.</p> <p><b>Choice 2:</b> Match a picture of the side of a three-dimensional object with a picture of the shape.</p> <p><b>Choice 3:</b> Identify a shape created by a cross section of a three-dimensional figure.</p> <p><b>Examples</b></p> <p>1. The student is presented with a cube and three response options. Which picture represents one side of the cube? <b>Response:</b> a square</p> <p>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? <b>Response:</b> a triangular pyramid</p> <p>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? <b>Response:</b> a square</p>

Reporting Category	Domain	Cluster 1: Apply geometric concepts in modeling situations.	
		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).
Modeling with Geometry	Geometry: Modeling with Geometry	MAFS.912.G-MG.1.1	ACCESS POINT CODE
		MAFS.912.G-MG.1.1	<p><b>Access Point Standard:</b> Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed.</p> <p><b>Essential Understandings</b></p> <p>Concrete:</p> <ul style="list-style-type: none"> <li>➤ Identify a figure that represents a change in the original figure.</li> <li>➤ Use descriptive words about two figures (e.g., bigger, smaller, longer, shorter).</li> </ul>
			<p><b>Activity Choices</b></p> <p><b>Choice 1:</b> Identify a figure that represents a change in the original figure.</p> <p><b>Choice 2:</b> Use descriptive words about two figures.</p>



# FSAA—Datafolio Access Biology I

Reporting Category  Molecular and Cellular Biology	Body of Knowledge  Life Science	Big Idea 14: Organization and Development of Living Organisms			
		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 CODE	Activity Choices	Examples
		SC.912.L.14.Pa.1	Match parts of common living things to their functions. ➤	<b>Choice 1:</b> Match parts of an animal to their functions. <b>Choice 2:</b> Match parts of a plant to their functions.	1. The student is presented with and read three choices. What part of a fish helps the fish to swim? <b>Response:</b> tail 2. The student is presented with and read three choices. Which part of a plant takes in water? <b>Response:</b> roots

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

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

# FSAA—Datafolio Access U.S. History

Reporting Category	Standard 2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.			
Strand	American History			
Reporting Category	Late Nineteenth and Early Twentieth Century, 1860–1910	BENCHMARK CODE	Benchmark: Review causes and consequences of the Civil War.	
	SS.912.A.2.1	ACCESS POINT CODE	Access Point Standard ➤ Recognize characteristics of life during the Civil War.	Activity Choices
		SS.912.A.2.Pa.a		Examples
			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. <b>Response:</b> will vary based on the content of the passage presented to the student	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. <b>Response:</b> will vary based on the content of the passage presented to the student
			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. <b>Response:</b> will vary based on the content of the passage presented to the student	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. <b>Response:</b> will vary based on the content of the passage presented to the student
			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. <b>Response:</b> will vary based on the content of the passage presented to the student	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. <b>Response:</b> will vary based on the content of the passage presented to the student

Reporting Category Global Military, Political, and Economic Challenges, 1890–1940	Strand American History	Standard 5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.	BENCHMARK CODE Benchmarks: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.			
BENCHMARK CODE SS.912.A.5.10		ACCESS POINT CODE SS.912.A.5.Pa.J	Access Point Standard Recognize that groups may fear people who are different.	Activity Choices Choice 1: Recognize how people are different. Choice 2: Recognize that people may feel fearful or uncomfortable around people who are different.	Examples 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. 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.	

<b>Reporting Category</b> The United States and the Defense of the International Peace, 1940–present	<b>Strand</b> American History	<b>Standard 7:</b> 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. <b>BENCHMARK CODE</b> SS.912.A.7.12				
		<b>BENCHMARK CODE</b> SS.912.A.7.12	<b>ACCESS POINT CODE</b> SS.912.A.7.Pa.1	<b>Access Point Standard</b> Recognize a social or economic concern of people.	<b>Activity Choices</b> <b>Choice 1:</b> Recognize a social concern of people.  <b>Choice 2:</b> Recognize an economic concern of people.	<b>Examples</b> 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. <b>Response:</b> will vary based on the content of the scenario or passage presented to the student  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. <b>Response:</b> 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	<b>BENCHMARK CODE</b> Benchmark: Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
		<b>ACCESS POINT CODE</b> ➤ Recognize that the government has different parts.
		<b>Activity Choices</b> <b>Choice 1:</b> Recognize a purpose of a government based on the Constitution.  <b>Choice 2:</b> Recognize a part of the government that was established by the Constitution.  <b>Choice 3:</b> Match the function of government to a part of government.
		<b>Examples</b> 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. <b>Response:</b> will vary based on the content of the passage presented to the student  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. <b>Response:</b> will vary based on the content of the passage presented to the student  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. <b>Response:</b> will vary based on the content of the passage presented to the student

Roles, Rights, and Responsibilities of Citizens	Civics and Government		<p><b>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.</b></p> <p><b>BENCHMARK CODE</b>      <b>Benchmark:</b> Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.</p> <table border="1"> <thead> <tr> <th data-bbox="383 1444 488 1671">BENCHMARK CODE</th> <th data-bbox="383 1289 488 1444">ACCESS POINT CODE</th> <th data-bbox="383 942 488 1289">Access Point Standard</th> <th data-bbox="383 680 488 942">Activity Choices</th> <th data-bbox="383 111 488 680">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="488 1444 1138 1671">SS.7.C.2.2</td> <td data-bbox="488 1289 1138 1444">SS.7.C.2.Pa.b</td> <td data-bbox="488 942 1138 1289">           Recognize an obligation of citizens, such as obeying laws.         </td> <td data-bbox="488 680 1138 942"> <p><b>Choice 1:</b> Recognize an obligation of citizens.</p> <p><b>Choice 2:</b> Recognize a characteristic of good citizens.</p> <p><b>Choice 3:</b> Recognize why it is important to be a good citizen.</p> </td> <td data-bbox="488 111 1138 680"> <p>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. <b>Response:</b> will vary based on the content of the passage presented to the student</p> <p>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. <b>Response:</b> will vary based on the content of the passage presented to the student</p> <p>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. <b>Response:</b> will vary based on the passage presented to the student</p> </td> </tr> </tbody> </table>			BENCHMARK CODE	ACCESS POINT CODE	Access Point Standard	Activity Choices	Examples	SS.7.C.2.2	SS.7.C.2.Pa.b	Recognize an obligation of citizens, such as obeying laws.	<p><b>Choice 1:</b> Recognize an obligation of citizens.</p> <p><b>Choice 2:</b> Recognize a characteristic of good citizens.</p> <p><b>Choice 3:</b> Recognize why it is important to be a good citizen.</p>	<p>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. <b>Response:</b> will vary based on the content of the passage presented to the student</p> <p>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. <b>Response:</b> will vary based on the content of the passage presented to the student</p> <p>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. <b>Response:</b> will vary based on the passage presented to the student</p>
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Organization and Function of Government	Civics and Government	<b>BENCHMARK CODE</b> SS.7.C.3.14	<b>ACCESS POINT CODE</b> SS.7.C.3.Pa.1	<b>Access Point Standard</b> ▶ Recognize that local, state, and federal governments provide services.	<b>Activity Choices</b> <b>Choice 1:</b> Recognize a level of government. <b>Choice 2:</b> Recognize that a role of government is to provide services. <b>Choice 3:</b> Recognize a service provided by a level of government.	<b>Examples</b> 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. <b>Response:</b> will vary based on the content of the passage presented to the student 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. <b>Response:</b> will vary based on the content of the passage presented to the student 3. The student is presented with descriptions of services and asked to recognize a service provided by a level of government. <b>Response:</b> 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
<p><b>Standard:</b> <i>LAFS.3.RL.1.1</i> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>Access Point:</b> <i>LAFS.3.RL1.AP.1a</i> Answer questions related to characters, setting, events, or conflicts.</p> <p><b>Activity Choice 1:</b> From a given list, identify the basic elements of a story (e.g., character, setting, events, or conflicts).</p> <p><b>Example Text Selection:</b> <i>The Foot Book</i> by Dr. Seuss</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Read aloud the book using the tactile book to emphasize the sequence of objects.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• If the student has an interpreter, provide with the text in advance.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul>

## 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
<p><b>Standard:</b> <i>MAFS.6.EE.1.4</i> 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 <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</p> <p><b>Access Point:</b> <i>MAFS.6.EE.1.AP.4a</i> Evaluate whether the sides of an equation are equal using models.</p> <p><b>Essential Understanding:</b> Match both sets of an equation to a given set.</p> <p><b>Activity Choice 3:</b> Match both sides of an equation to a given set.</p>	<ul style="list-style-type: none"> <li>• 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 <i>yes</i> and <i>no</i>, have that readily available. Prepare several sets of common classroom items (e.g., pencils, crayons, counters, etc.).</li> <li>• 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 <i>yes</i> and <i>no</i> cards.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.).</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 <i>yes</i> and <i>no</i>, have that readily available. Prepare several sets of common classroom items (e.g., pencils, crayons, counters, etc.).</li> <li>• 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 <i>yes</i> and <i>no</i> cards.</li> <li>• 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.</li> </ul>

## 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

- Project ACCESS ELA resources: <http://accesstofls.weebly.com/ela-resources.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

- Project ACCESS Math Resources: <http://accesstofls.weebly.com/math-resources.html>
- National Council of Teachers of Mathematics Classroom Resources: <http://www.nctm.org/Classroom-Resources/Browse-All/#>
- SEN Teacher Math Printables: <http://www.senteacher.org/print/mathematics/>

#### Assistive Technology

- SEN Teacher AAC Printables: <http://www.senteacher.org/print/aac/>
- 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: <http://www.fimcvi.org/assistive-technology-resource>

# Appendix D: Forms

# 2019–2020 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 in to the Assessment View System (AVS) when submitting the student evidence.

<input type="radio"/> <b>Observation Evidence</b> <i>*Witness Signature Required</i>	<input type="radio"/> <b>Digital Recording Evidence</b> <i>*Digital Recording Consent Form Required</i>	<input type="radio"/> <b>Work Product</b>
<p>The observation is the student evidence. <u>Upload BOTH SIDES of this form</u> into the AVS.</p> <hr/> <ul style="list-style-type: none"> <li>Provide a description of the activity or task that includes a <b>running record</b> of the opportunities the student was asked to perform.</li> <li>Indicate how the student performed each opportunity and the level of assistance (N, P, G, V, M, I) provided.</li> <li>Be sure to grade each opportunity and provide the overall grade as a percentage.</li> <li>For all observation evidence, a <i>witness must observe all opportunities as presented to the student</i> and provide his or her signature on this form.</li> </ul>	<p>The digital recording file is the student evidence that must be uploaded into the AVS. Therefore, <u>this form cannot be uploaded</u>. <i>The INFORMATION from this form MUST be transcribed into the AVS.</i></p> <hr/> <ul style="list-style-type: none"> <li>Include any clarification of the digital recording to ensure that all opportunities and the student's responses are clear to anyone viewing the recording.</li> <li>Include detailed information on the opportunities performed and level of assistance (N, P, G, V, M, I) provided in the digital recording.</li> <li>Be sure to grade each opportunity and provide the overall grade as a percentage.</li> <li>A <b>signed Digital Recording Consent Form</b> must be included in the submission for each student in the digital recording.</li> </ul>	<p>Uploading this form to the AVS (as one electronic file) with the work product is necessary even <u>IF the INFORMATION from this form has been transcribed into the AVS.</u></p> <hr/> <ul style="list-style-type: none"> <li>Provide additional information for the work product submitted along with the actual work product.</li> <li>Indicate how the student performed each opportunity and the level of assistance (N, P, G, V, M, I) provided.</li> <li>Be sure to include any additional scoring rubrics/key acronyms and grade each opportunity, providing the overall grade as a percentage.</li> </ul>

**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.)*



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# 2019–2020 Evidence Collection Form

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A large, empty rectangular box with a thin black border, intended for collecting evidence. A thick horizontal line is positioned at the bottom of the page, below the box.

## 2019–2020 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)
<b>EXAMPLE</b>	What would you wear if it is rainy and cool outside?	1. Picture of rain coat 2. Picture of T-shirt 3. Picture of apple	3 second eye gaze held on picture of rain coat	apple	Incorrect	Verbal
1						
2						
3						
4						
5						
6						
7						
8						

Notes:	<b>Accuracy</b> (Accuracy % = # correct/total # of items multiplied by 100.)	_____ %
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<b>For ELA standards, please enter the following information:</b>	
Genre (Literature or Informational):	
Text Title:	
Text Author:	
Other Relevant Information:	



# 2019–2020 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: \_\_\_\_\_





# 2019–2020 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 activities 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 Measured Progress, 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: \_\_\_\_\_

# 2019–2020 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 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 Measured Progress, 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 —

# 2019–2020 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: \_\_\_\_\_

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# 2019–2020 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. Apre a, yo soumèt anrejistreman sa a bay Pwogrè Mezire, 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 nesèsè 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 pèmision 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 nesèsè 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 pèmision 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 pèsònèl 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 modifiye anrejistreman nimerik yo pou yo efase oubyen cache 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 pèmision 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: \_\_\_\_\_

# 2019–2020 AVS 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:	_____	_____
<input type="checkbox"/> Release Weekend Dates	Reason: _____	
<input type="checkbox"/> 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:	<input type="checkbox"/> Teacher <input type="checkbox"/> SLC	<input type="checkbox"/> Teacher <input type="checkbox"/> SLC
User Name:	_____	_____
Email:	_____	_____
Grade(s):	_____	_____
Subject(s):	_____	_____
District:	_____	_____
School:	_____	_____
<input type="checkbox"/> Inactivate Teacher in AVS	Reason: _____	

Submitted by: \_\_\_\_\_

Approved?     Yes     No    Entered?     Yes     No    If yes, date: \_\_\_\_\_

AAC Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# 2019–2020 Late Enrollment Form

**PURPOSE:** The **Late Enrollment Form** is designed to provide documentation of the late enrollment of students in the FSAA—Datafolio assessment for the 2019–2020 administration, including the reasons for the late enrollment and recording of the level of assistance (LOA) goal to determine progress.

This form must be completed and uploaded as the first page of evidence for each assessed standard for the initial collection period in which the student is eligible to participate in the FSAA—Datafolio.

**Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Teacher Name:** \_\_\_\_\_ **District Name:** \_\_\_\_\_

**School Name:** \_\_\_\_\_ **FLEID:** \_\_\_\_\_

**Reason for Late Enrollment in FSAA—Datafolio:**

- Check One:**  In-District Transfer  Out-of-District, Within State of Florida  
*Prior School: \_\_\_\_\_ Transfer Prior District and School: \_\_\_\_\_*
- Out-of-State Transfer Student  Not a transfer student; IEP Team Determination

**Has the student been participating in the FSAA—Datafolio for the 2019/2020 administration?**

- Yes, the student was participating at a prior school.  No, the student was not previously participating.

**Level of Assistance (LOA) Goal Setting for Late Enrollment Students**

**Date:** \_\_\_\_\_ **Content Area:** \_\_\_\_\_

**Standard:** \_\_\_\_\_ **Activity Choice:** 1  2  3

**Level of Assistance (LOA) Provided (check one):**

- Non-Engagement  Physical  Gestural  Verbal  Model  Independent

**# Opportunities:** \_\_\_\_\_ **# Correct:** \_\_\_\_\_ **Accuracy Score:** \_\_\_\_\_%

**Level of Assistance (LOA) Goal (check one):**

- Increase accuracy at the \_\_\_\_\_ level.  
 Move up to the next LOA: \_\_\_\_\_ level.

**Note:** Please remember to submit one completed **Late Enrollment Form** for each assessed standard for the student.



Richard Corcoran  
Florida Commissioner of Education