



**Florida Standards
Alternate Assessment**
— PERFORMANCE TASK —

**Test Design and Blueprint Specifications
for
English Language Arts, Mathematics, Science,
and Social Studies

2016–2017 Development**



Prepared by Measured Progress for the
Florida Department of Education

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Introduction

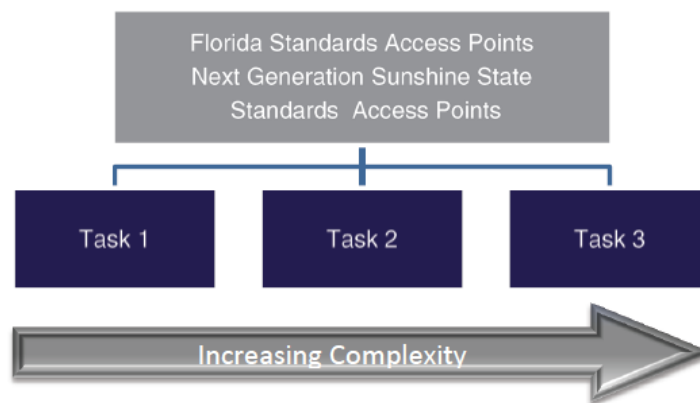
The Florida Standards Alternate Assessment - Performance Task (FSAA-PT) is based on the Florida Standards Access Points and the Florida Course Descriptions as provided in CPALMs. The Test Design and Blueprint Specifications are a resource that defines the content and format of the assessment.

Purpose of the Test Design and Blueprint Specifications

The Test Design and Blueprint Specifications define the expectations for content, standards alignment, and format of assessment items for the FSAA-PT. The Item Specifications are intended to be used by item writers and reviewers during the development process to ensure the production of high-quality assessment items.

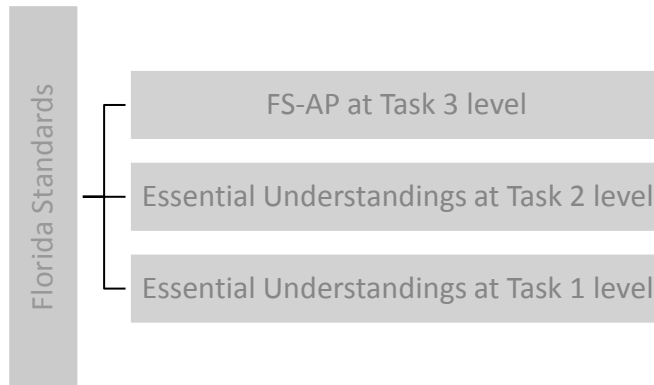
Design Overview

The FSAA-PT is designed specifically for students with significant cognitive disabilities. The FSAA-PT is a performance-based assessment aligned to the Florida Standards Access Points (FS-AP) for English Language Arts (ELA) and Mathematics and the Next Generation Sunshine State Standards Access Points (NGSSS-AP) for Science and Social Studies. The assessment measures student performance based on alternate achievement standards. The FSAA-PT's design is based on the broad range of knowledge, skills, and abilities of students with significant cognitive disabilities. The test design provides tiered participation within the assessment for students working at various levels of complexity. This design consists of item sets built with three levels of cognitive demand— with Task 1 representing the least complex task and Task 3 representing the most complex task.

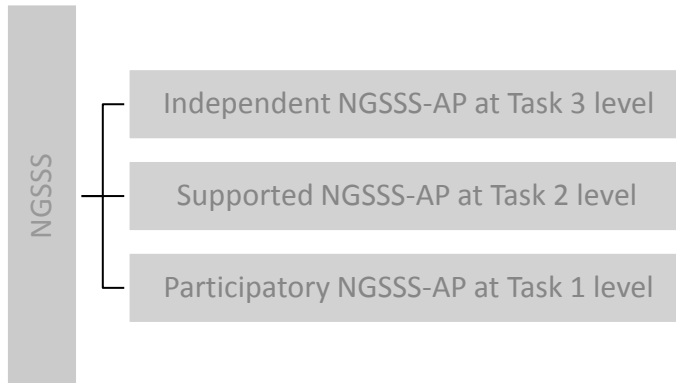


This tiered progression provides students the opportunity to work to their potential and allows for a greater range of access and challenge. A scaffolding structure is in place at the Task 1 level only. Scaffolding is the process of reducing the number of response options if the student is unable to respond accurately (see page 9).

For mathematics and ELA item sets, Task 3 is written directly to the FS-AP whereas Tasks 1 and 2 are written to Essential Understandings associated with the selected FS-AP.



For Science and Social Studies item sets, Task 3 is written directly to the Independent level NGSSS-AP, Task 2 is written directly to the Supported level NGSSS-AP, and Task 1 is written directly to the Participatory NGSSS-AP.



Writing Design

The 2017 FSAA also includes a writing design intended to assess a student's ability to compose a product in response to text. The writing prompts are written at grade spans; e.g., 4-5, 5-6, or 6-7. The writing prompts include two levels of cognitive demand:

- Writing Prompt 1 includes a series of five selected-response questions in reference to text. The series of selected-response questions will lead a student to a full writing product; for example, the student will identify the topic, introduction, supporting details, and a conclusion.
- Writing Prompt 2 includes an open-response format in which the student is asked to respond to text utilizing his or her primary mode of communication.

2017 Format for Administration

All students will be administered the assessment with print-based components. Teachers will capture student responses in the Test Booklet as they administer the assessment. Teachers will then enter student responses into the FSAA Online System for electronic scoring. Teachers will submit student writing products for Writing Prompt 2 using the following methods:

1. Teachers may type the student's response verbatim into the system.
2. Teachers may upload a scanned version of the student response template into the system.

Number of Forms

There will be four forms of the 2017 FSAA–PT. The form will be clearly labeled on the cover of all test components.

Grades and Content Areas Assessed

Standards selected for the FSAA-PT directly align to standards introduced in each corresponding grade-level/content area access course.

- ELA access courses are assessed in grades 3–10.
- Mathematics access courses are assessed in grades 3–8.
- Science access courses are assessed in grades 5 and 8.
- Algebra 1, geometry, and biology 1 are assessed in high school upon completion of the course.
- Social Studies end-of-course assessments are being field-tested in 2017. The Civics access course will be assessed in grade 7, and the U.S. History access course will be assessed in high school upon completion of the course.

Grades and Content Areas Assessed

Grade Level	ELA	Math	Science	Algebra 1 End of Course	Geometry End of Course	Biology 1 End of Course	Civics End of Course	US History End of Course
3	X	X						
4	X	X						
5	X	X	X					
6	X	X						
7	X	X					X	
8	X	X	X					
9 (ELA I)	X							
10 (ELA II)	X							
High School				X	X	X		X

2016–2017 Field-Test Development

ELA and Mathematics

All field-test items for ELA and mathematics are aligned to Florida Standards Access Points. This development will be produced in two formats:

1. Grade-specific item sets: These item sets will be written to specific FS-AP at grade level.
2. Linking item sets: This new development has been written to grade spans and is intended to provide information for a vertical scale. The process involved selecting similar standards in neighboring grades and “linking” them with a common Essence Statement that addresses both grade-level skills. ELA will have linking item sets in grades 3 through 10. Mathematics will have linking item sets in grades 3 through 8.

Please see Appendix A (ELA) and Appendix B (Mathematics) for a list of standards targeted for 2016–17 development.

2016–17 New Development for ELA and Mathematics

ELA	
Grade	# Item sets
3	7
3–4	5
4	2
4–5	5
5	2
5–6	5
6	2
6–7	5
7	2
7–8	5
8	2
8–9	5
9	2
9–10	5
10	7
total:	61

Mathematics	
Grade/EOC	# Item sets
3	7
3–4	5
4	2
4–5	5
5	2
5–6	5
6	2
6–7	5
7	2
7–8	5
8	7
Geometry	12
Algebra 1	12
total:	71

Science and Social Studies

All field-test items for science and social studies are aligned to Next Generation Sunshine State Standards Access Points. Civics and U.S.history are new content areas for the FSAA. All social studies content is being field-tested in spring 2017.

Please see Appendix C (Science) and Appendix D (Social Studies) for a list of standards targeted for 2016-17 development.

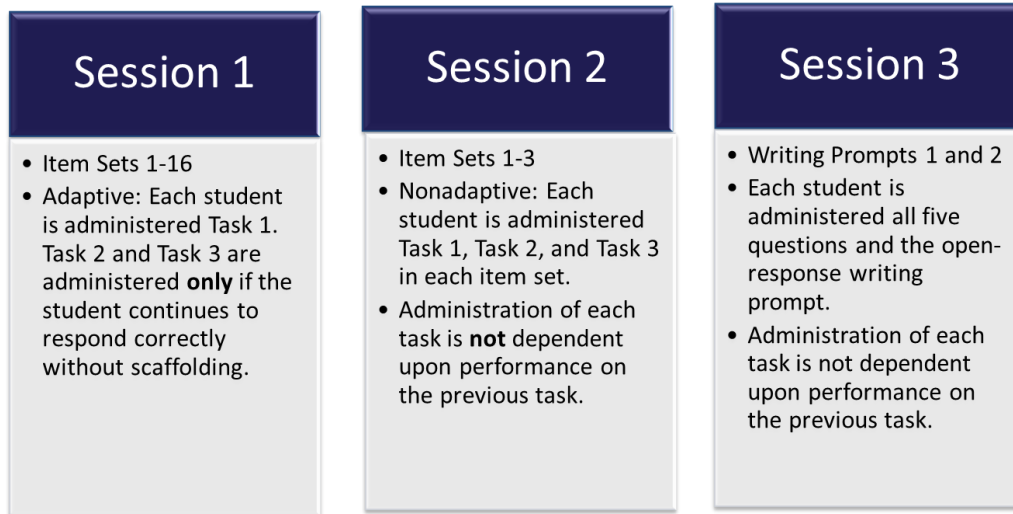
2016–17 New Development for Science and Social Studies

Science		Social Studies	
Grade/EOC	# Item sets	Grade/EOC	# Item sets
5	12	Civics	30*
8	12	U.S. History	30*
Biology 1	12		
total:	36	total:	60

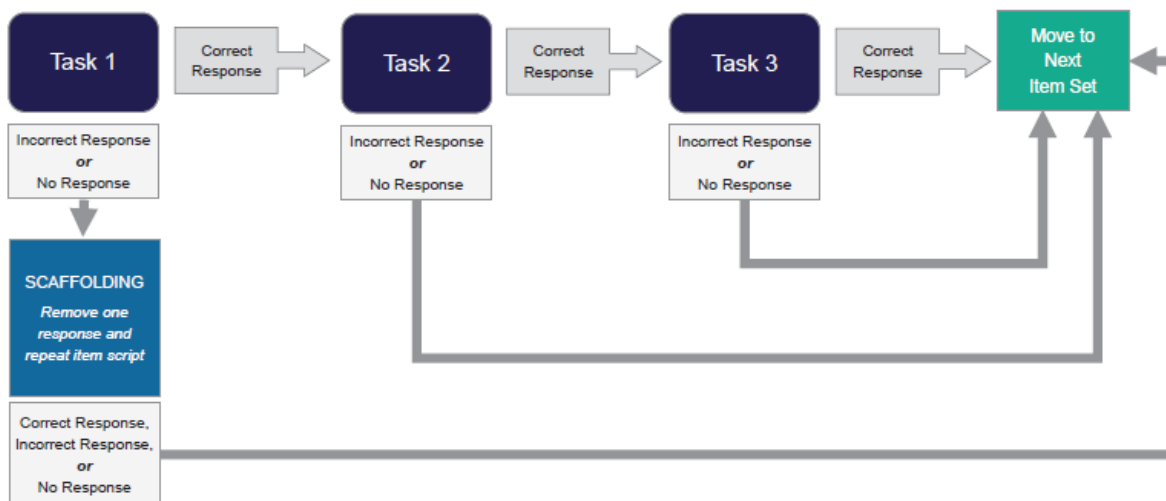
** Two sets developed for practice tests*

Administration

The 2017 FSAA will be separated into three sessions. Each session will require the teacher to follow administration procedures as indicated below (with the exception of social studies – see page 8).

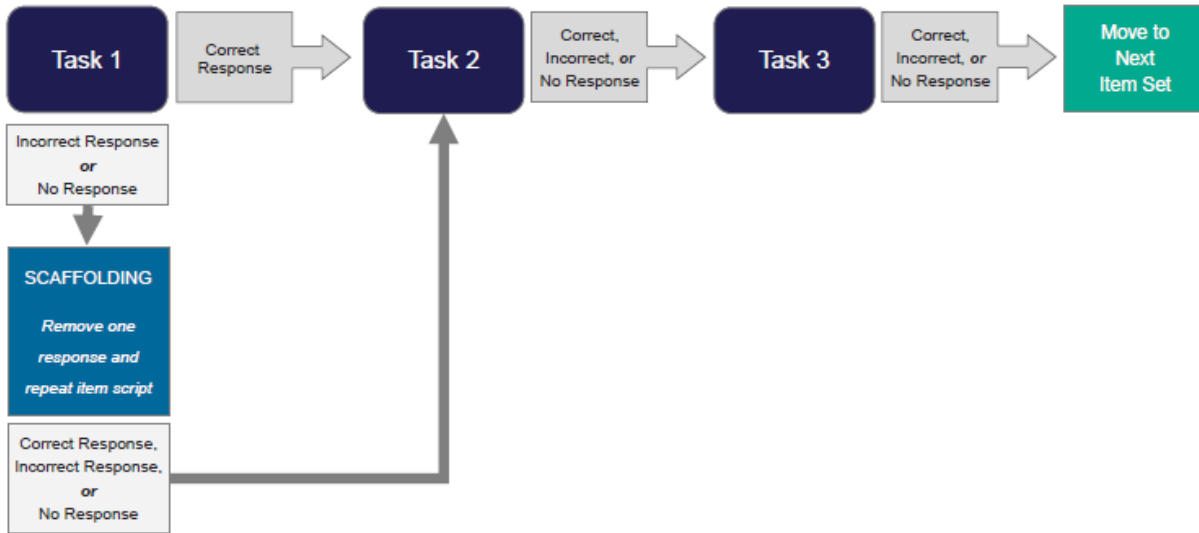


Session 1: Items sets 1–16



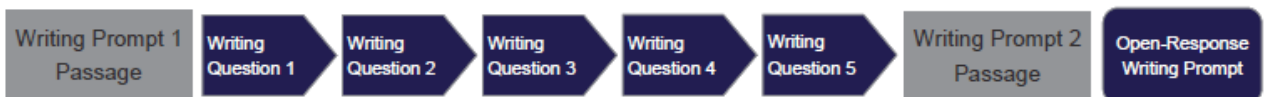
The graphic above depicts the Session 1 administration process. Session 1 will include the first 16 item sets in ELA, mathematics, and science. These first 16 item sets will be administered in an adaptive format—the teacher will continue to administer tasks in an item set only if the student responds correctly without scaffolding. It is important to remember that each item set contains three tasks, all addressing a FS-AP/NGSSS-AP at varied levels of complexity. The student enters the item set at the lowest level of complexity. As the student moves up through the tasks in an item set, the level of difficulty increases. The student receives a final score for the item set based on the highest level at which he or she answered correctly.

Session 2: Item sets 1–3



The graphic above depicts the Session 2 administration process. Session 2 will include item sets 1–3 in ELA, mathematics, and science. Teachers will administer these items in a nonadaptive manner—the teacher will administer all three tasks in an item set, regardless of whether the student answers each task correctly, incorrectly, or provides no response. The teacher will next move on to Task 2 of the same item set. The student receives a final score for the item set based on the highest level at which he or she answered correctly.

Session 3: Writing Prompt 1 and 2



The graphic above depicts the Session 3 administration process. Teachers will administer both Writing Prompts 1 and 2 to all students. Each student will be read a passage followed by five selected-response questions. The student will respond to these questions by selecting from a field of options in the Response Booklet. The second passage will be read to the student. The teacher will then administer the open-response writing prompt. The student will respond utilizing his or her primary mode of communication. Scaffolding procedures do not apply to writing questions in Session 3.

Social Studies Operational Field-Test Design

Both Civics and U.S. History are being field-tested in spring 2017 and will, therefore, require different administration procedures. Ten item sets (Session 1, 1–10) will be administered in an adaptive format, and nine item sets (Session 2, 1–9) will be administered in a nonadaptive format.

Scaffolding Procedure at Task 1

The FSAA-PT is built on the concept of allowing students to perform to their fullest potential by starting at the lowest level of complexity, Task 1, and working through the remaining levels based on the accuracy of the student's response.

As the student works through the levels, the tasks increase in complexity.

Scaffolding is the process of reducing the response options for a student who is unable to respond accurately at the Task 1 level only. The complexity of the assessment task is reduced by covering or removing one of the response options. This scaffolding process must be used systematically within each assessment item for Session 1 and Session 2.



English Language Arts

Blueprint Design

The ELA design consists of five Reporting Categories from the Florida Standards: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Language and Editing, and Text-Based Writing. These five categories encompass reading, writing, language, and speaking and listening standards. The genre may vary between informational and literary text as specified in each grade-level blueprint, with text-based writing being the exception, only addressing informational text. The assessment consists of a total of 16 common items.

All newly developed items for ELA will be field-tested and their statistics will be evaluated prior to using the items as common.

Updated assessment blueprints for ELA grades 3–10 were developed for spring 2017. The updated assessment blueprint includes standards for the linking items.

In developing the assessment blueprint for ELA, Measured Progress staff examined the following documents/resources:

- Florida Standards Assessment Test Design Summary and Blueprint: English Language Arts
- ELA Access Course descriptions for grades 3–10
- Florida Standards and Florida Standards Access Points

The FSAA 2016–17 ELA item development standards can be found in Appendix A.

Grades 3–8:

Key Ideas and Details

- All three standards (1.1, 1.2, and 1.3) will be assessed at each grade level. These are basic skills necessary for responding to literary text as well as informational text. There is a heavier emphasis on literary text in grades 3–5. It is important for students to be exposed and instructed on these skills as building blocks for the more complex skills at grades 6–8 of finding support in identifying a theme, identifying central ideas, stating an opinion and supporting it, and recognizing the basis for argument. The ability to distinguish between a detail and the central idea is a more difficult skill for students. Identifying the relationships between ideas in a text is also a more difficult skill for students.
- Alternating the testing of Key Ideas and Details for literary text and informational text each year in successive grade levels provides for heavier emphasis on literary text in grades 3–5 and heavier emphasis on informational text in grades 6–8. This model allows for teachers to focus on one type of text but not ignore the other.

Craft and Structure

- Grades 3 and 4 focus on decoding literary text and point of view in literary text.
- Grades 3 and 4 focus on text structures in informational text where text structures are more concrete.
- Grades 5–7 will transition to more involved literary texts having more complex plots, multiple characters, and less familiar settings.
- Grade 8 will provide paired informational passages with concrete text and differing viewpoints.

Integration of Knowledge and Ideas

- Grades 3 and 4 focus on use of illustrations, connections in text, and compare and contrast in informational text where the use of illustrations and the connections between the illustrations and the text are clearer and literal, making it easier for students to compare and contrast them.
- Grade 5 will transition from concrete to abstract thinking in literary text. This coincides with L.3.4 and L.3.5, which require abstract thinking.

Language and Editing

- Both standards (1.1 and 1.2) can be assessed at each grade level.
- Alternate literary and informational text at each grade, opposite to Key Ideas and Details. In order to use language correctly and to improve it by editing, students must understand what they are trying to say or what the statement being edited is supposed to mean (i.e., reading for a different purpose).

Text-Based Writing

- Writing will be in response to informational text based on the informational emphasis in the Access Points. The writing items will be in the form of a writing prompt.
- For grades 4 and 5 the response will be explanatory, and in grades 6–8 the response will be argument. The focus will be on conveying a message and not on the writing conventions. Conventions are tested in Language and Editing.

Independent Reading Items Across All Grades:

- Items that require independent reading passages will be double-coded to either LAFS._.RL.4.10 (literary) or LAFS._.RI.4.10 (informational).

Grades 3–8 ELA Assessment Blueprints

FSAA-PT Grade 3 ELA Assessment

Reporting Category	Genre	Standard	Number of Items
Key Ideas and Details	Literary	LAFS.3.RL.1.1 LAFS.3.RL.1.2 LAFS.3.RL.1.3	3
Craft and Structure	Literary	LAFS.3.RL.2.4 Also assesses LAFS.3.RF.3.3 and LAFS.3.RF.4.4 LAFS.3.RL.2.6	2 or 3
	Informational	LAFS.3.L.2.3.a LAFS.3.L.3.4 LAFS.3.L.3.5 LAFS.3.RI.2.5	2 or 3
Integration of Knowledge and Ideas	Literary	LAFS.3.SL.1.2 LAFS.3.SL.1.3	2 or 3
	Informational	LAFS.3.RI.3.7 LAFS.3.RI.3.8 LAFS.3.RI.3.9	2 or 3
Language and Editing	Informational	LAFS.3.L.1.1 LAFS.3.L.1.2	3

FSAA-PT Grade 4 ELA Assessment

Reporting Category	Genre	Standard	Number of Items
Key Ideas and Details	Informational	LAFS.4.RI.1.1 LAFS.4.RI.1.2 LAFS.4.RI.1.3	3
Craft and Structure	Literary	LAFS.4.RL.2.4 Also assesses LAFS.4.RF.3.3 LAFS.4.RF.4.4 LAFS.4.RL.2.6	2 or 3
	Informational	LAFS.4.L.3.4 LAFS.4.L.3.5 LAFS.4.RI.2.5	2 or 3
Integration of Knowledge and Ideas	Literary	LAFS.4.RL.3.7 Also assesses LAFS.4.SL.1.2	2 or 3
	Informational	LAFS.4.RI.3.7 LAFS.4.RI.3.8 LAFS.4.RI.3.9	2 or 3
Language and Editing	Literary	LAFS.4.L.1.1 LAFS.4.L.1.2	3
Text-Based Writing	Informational	LAFS.4.W.1.2 LAFS.4.W.2.4	2

FSAA-PT Grade 5 ELA Assessment

Reporting Category	Genre	Standard	Number of Items
Key Ideas and Details	Literary	LAFS.5.RL.1.1 LAFS.5.RL.1.2 LAFS.5.RL.1.3	3
Craft and Structure	Literary	LAFS.5.L.3.4 LAFS.5.L.3.5 LAFS.5.RL.2.5	2 or 3
	Informational	LAFS.5.RI.2.4 Also assesses LAFS.5.RF.3.3 and LAFS.5.RF.4.4 LAFS.5.RI.2.6	2 or 3
Integration of Knowledge and Ideas	Literary	LAFS.5.RL.3.7 LAFS.5.RL.3.9	2 or 3
	Informational	LAFS.5.SL.1.2 LAFS.5.SL.1.3	2 or 3
Language and Editing	Informational	LAFS.5.L.1.1 LAFS.5.L.1.2	3
Text-Based Writing	Informational	LAFS.5.W.1.2 LAFS.5.W.2.4 LAFS.5.W.1.1	2

FSAA-PT Grade 6 ELA Assessment

Reporting Category	Genre	Standard	Number of Items
Key Ideas and Details	Informational	LAFS.6.RI.1.1 LAFS.6.RI.1.2 LAFS.6.RI.1.3	3
Craft and Structure	Literary	LAFS.6.RL.2.4 LAFS.6.L.3.4 LAFS.6.L.3.5	2 or 3
	Informational	LAFS.6.RI.2.5 LAFS.6.RI.2.6	2 or 3
Integration of Knowledge and Ideas	Literary	LAFS.6.RL.3.9	2 or 3
	Informational	LAFS.6.SL.1.2 LAFS.6.SL.1.3	2 or 3
Language and Editing	Literary	LAFS.6.L.1.1 LAFS.6.L.1.2	3
Text-Based Writing	Informational	LAFS.6.W.1.1 LAFS.6.W.2.4 LAFS.6.W.1.2	2

FSAA-PT Grade 7 ELA Assessment

Reporting Category	Genre	Standard	Number of Items
Key Ideas and Details	Literary	LAFS.7.RL.1.1 LAFS.7.RL.1.2 LAFS.7.RL.1.3	3
Craft and Structure	Literary	LAFS.7.RL.2.5 LAFS.7.RL.2.6	2 or 3
	Informational	LAFS.7.RI.2.4 LAFS.7.L.3.4 LAFS.7.L.3.5	2 or 3
Integration of Knowledge and Ideas	Literary	LAFS.7.SL.1.2	2 or 3
	Informational	LAFS.7.RI.3.8 LAFS.7.RI.3.9	2 or 3
Language and Editing	Informational	LAFS.7.L.1.1 LAFS.7.L.1.2	3
Text-Based Writing	Informational	LAFS.7.W.1.1 LAFS.7.W.2.4	2

FSAA-PT Grade 8 ELA Assessment

Reporting Category	Genre	Standard	Number of Items
Key Ideas and Details	Informational	LAFS.8.RI.1.1 LAFS.8.RI.1.2 LAFS.8.RI.1.3	3
Craft and Structure	Literary	LAFS.8.RL.2.4 LAFS.8.L.3.4 LAFS.8.L.3.5	2 or 3
	Informational	LAFS.8.RI.2.5 LAFS.8.RI.2.6	2 or 3
Integration of Knowledge and Ideas	Literary	LAFS.8.SL.1.2	2 or 3
	Informational	LAFS.8.RI.3.8 LAFS.8.RI.3.9	2 or 3
Language and Editing	Literary	LAFS.8.L.1.1 LAFS.8.L.1.2	3 or 4
Text-Based Writing	Informational	LAFS.8.W.1.1 LAFS.8.W.2.4 LAFS.8.W.1.2	2

Grades 9–10 (ELA 1 and ELA 2)

Key Ideas and Details

- All three standards (1.1, 1.2, and 1.3) will be assessed at each grade level.
- Alternating literary and informational text each year provides for heavier emphasis on informational text in grades 9–10.

Craft and Structure

- Grade 9 will focus on balancing skills across the standards using informational text in which text structures are concrete.
- Grade 10 will transition to more abstract literary text with more challenging organization and nuances in language as well as more complex literary elements.

Integration of Knowledge and Ideas

- Grades 9 and 10 are a mix of informational and literary text assessing the most concrete skills.

Language and Editing

- Both standards (1.1 and 1.2) can be assessed at each grade level.
- In each successive grade the genre will alternate between literary and informational text, opposite to Key Ideas and Details.

Text-Based Writing

- Writing will be in response to text. The writing items will be in the form of a writing prompt. For high school the writing response will alternate between explanatory and argument. Grade 9 will be an explanatory response, and grade 10 will be an argument as a response.
 - Student could be given an outline with separate phrases/clauses on a familiar debatable topic (some suitable, some not); student would fill in the outline with the phrases/clauses, showing order, acknowledgment, reasons, etc.
- The focus will be on conveying a message and not on the writing conventions. Conventions are tested in Language and Editing.

Grades 9–10 (ELA 1 and ELA 2) Assessment Blueprints

FSAA-PT Grade 9 (ELA 1) Assessment

Reporting Category	Genre	Standard	Number of Items
Key Ideas and Details	Informational	LAFS.910.RI.1.1 LAFS.910.RI.1.2 LAFS.910.RI.1.3	2 or 3
Craft and Structure	Informational	LAFS.910.RI.2.4 LAFS910.L.3.4 LAFS.910.RI.2.5 LAFS.910.RI.2.6	3 or 4
Integration of Knowledge and Ideas	Literary	LAFS.910.SL.1.2	2 or 3
	Informational	LAFS.910.RI.3.7 LAFS.910.SL.1.2 LAFS.910.RI.3.8	2 or 3
Language and Editing	Literary	LAFS.910.L.1.1 LAFS.910.L.1.2	3 or 4
Text-Based Writing	Informational	LAFS.910.W.1.2 LAFS.910.W.2.4 LAFS.910.W.1.1	2

FSAA-PT Grade 10 (ELA 2) Assessment

Reporting Category	Genre	Standard	Number of Items
Key Ideas and Details	Literary	LAFS.910.RL.1.1 LAFS.910.RL.1.2 LAFS.910.RL.1.3	2 or 3
Craft and Structure	Literary	LAFS.910.RL.2.4 LAFS910.L.3.4 LAFS.910.L.3.5 LAFS.910.RL.2.5	3 or 4
Integration of Knowledge and Ideas	Literary	LAFS.910.SL.1.2	2 or 3
	Informational	LAFS.910.RI.3.7 LAFS.910.SL.1.3 LAFS.910.RI.3.8	2 or 3
Language and Editing	Informational	LAFS.910.L.1.1 LAFS.910.L.1.2	3 or 4
Text-Based Writing	Informational	LAFS.910.W.1.1 LAFS.910.W.2.4	2

ELA Linking Item Blueprints

Linking item sets have been written to grade spans (grades 3-10) and are intended to provide information for a vertical scale. The process involved selecting similar standards in neighboring grades and “linking” them with a common Essence Statement that addresses both grade-level skills

All linking content is being field-tested in 2017 and is not reflected in the current grade-level blueprints. The table below indicates the standards that have been addressed across grade spans.

3/4	4/5	5/6	6/7	7/8	8/9	9/10
LAFS.3/4.RL.1.1	LAFS.4/5.RL.1.1	LAFS.5/6.RL.1.1	LAFS.6/7.RL.1.1	LAFS.7/8.RL.1.1	LAFS.8/9.RL.1.1	LAFS.9/10.RL.1.1
LAFS.3/4.RI.1.3	LAFS.4/5.RI.1.3	LAFS.5/6.RI.1.1	LAFS.6/7.RI.1.2	LAFS.7/8.RI.1.1	LAFS.8/9.RI.1.1	LAFS.9/10.RI.1.2
LAFS.3/4.RL.2.5	LAFS.4/5.RI.2.4	LAFS.5/6.RL.2.6	LAFS.6/7.RL.2.4	LAFS.7/8.RL.2.4	LAFS.8/9.RL.2.4	LAFS.9/10.RL.2.6
LAFS.3/4.RL.2.6	LAFS.4/5.RI.3.8	LAFS.5/6.RI.3.8	LAFS.6/7.RI.3.8	LAFS.7/8.RI.3.8	LAFS.8/9.RI.3.8	LAFS.9/10.RI.3.8
LAFS.3/4.L.3.4	LAFS.4/5.L.3.4	LAFS.5/6.L.3.4	LAFS.6/7.L.3.4	LAFS.7/8.L.3.4	LAFS.8/9.L.3.4	LAFS.9/10.L.3.4

ELA Passage Specifications

Topics

All passages are written specifically for the FSAA-PT. They are engaging and high quality, free from bias and stereotyping, and age-appropriate for the students. Passages present a variety of points of view and opinions as well as universal themes. The subject matter of the passages reflects the variety of interests of Florida’s student population. Informational passages provide accurate, fact-checked information with the sources noted for the developer’s use.

Students participating in alternate assessment may have limited life experiences and exposure to topics; therefore, the following guidelines are recommended for passage development:

- Elementary School: classroom, school, family, and familiar activities
- Middle School: classroom, school, family, familiar activities, and community
- High School: classroom, school, family, familiar activities, community, and vocational and transitional opportunities.

In addition to the guidelines listed above, science, social studies, and health curriculum topics will be used as part of the passage topic lists for all new development. This ensures students will have the greatest possible exposure to grade-level, cross-curricular content in a variety of educational settings.

Texts/passages may be presented in a variety of different formats and points of view based on the requirements in the standard being assessed. Some examples are included in the following table:

Forms of Informational Text	Forms of Literary Text
<ul style="list-style-type: none"> • Subject-area text (e.g., science, history) • Magazine and newspaper articles • Diaries • Editorials • Informational essays • Biographies and autobiographies • Primary sources (e.g., Bill of Rights) • Consumer materials • How-to articles • Advertisements • Tables and graphics (e.g., illustrations, photographs, and captions) • Website excerpts • Social media references (e.g., blogs) • Literary essays (e.g., critiques, personal narratives) 	<ul style="list-style-type: none"> • Short stories • Excerpts from literary work • Poems • Historical fiction • Fables and folk tales • Plays

Passage topics and characters are carefully selected to ensure that students experience a balance of high-interest topics with topics containing familiar knowledge. Characters’ names in some of the passages reflect the diverse populations of Florida (e.g., Haitian-Creoles, Hispanics, or other ethnic groups). Simplicity and familiarity are important so that students taking the test are not distracted by details unrelated to the standard being assessed. The names should be simple, of one or two syllables, and familiar to most students. Names used in the previous assessment are best avoided in the current test form. Stereotypes based on gender are avoided, as all stereotypes are.

Passage Presentation

Passages are read aloud to the student unless the item also tests fluency, in which case the items are double-coded: fluency and comprehension. Passages are written so that the first sentence or two or the first paragraph (or stanza of a poem) can stand on its own. Passages are developed with the intent that a Task 1 question can be asked and correctly answered directly from the information found in the beginning sentences of the passage. No inference is required of the student in order to respond correctly at the Task 1 level unless specifically required by the Access Point.

Word Count and Readability

Passage length varies from the specifications for general education tests. Because of the needs of this particular population, the number of words in the passages is about 50 percent fewer than the lowest range at a particular grade level. For example, at grade 3 the range of number of words is 100–700 for the general education population. For this test, the range is 50–75 for grade 3. The chart below shows the range of the number of words per grade level. Some items may require the student to compare or contrast elements from two different passages. For “paired passage” items, each individual passage will follow the grade-level specifications. For

example, at grade 5, two passages may be provided each between 100 and 150 words in length. However, efforts will be made to keep the word length of paired passages as short as possible while still maintaining the integrity of the passage set.

Grade	Range of Number of Words
3	50–75
4	50–75
5	100–150
6	100–150
7	150–200
8	150–200
9	200–250
10	200–250

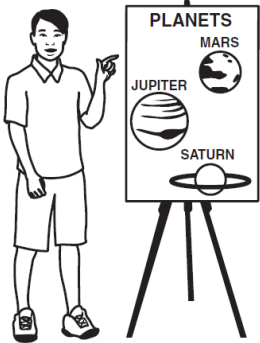
Passage readabilities vary by grade level. The readability level for each grade-level test does not exceed three grade levels below the tested grade, with the exception that grade 10 does not exceed grade 6 readability. For grades 3, 4, and 5, the readability levels are determined using the Spache Scale. For grades 6 through high school, the levels are determined by using Powers.

No readability formula is perfect; we recognize readabilities may become somewhat skewed for those passages at grades 3 through 6 that are required to have less than 75 or 150 words total. For passages with fewer total word counts, one or two uncommon words easily increase readability beyond the ideal ranges. We strive to develop passages that are the appropriate length and readability, while containing enough vocabulary and content that allows the assessment of reading skills. For these reasons, we rely heavily on the Passage Bias and Review Committee to ensure passages are appropriate for the student population, while making the test an experience that measures what a student knows and is able to do.

Grade	Readability Grade Level
3	0.5
4	1
5	1–2
6	2–3
7	3–4
8	4–4.5
9	4.6–4.8
10	5–6

Passage Graphics

Graphics, for both passages and response options, provide access to students so that they can show what they know and are able to do. Graphics are black-and-white line drawings with grayscale limited to use only when necessary to define the graphic areas more clearly for students. Each passage includes one graphic that sets the scene/event of the story. The graphic provides an illustrated concept of the main idea/essence of the passage. The graphic leaves out all extraneous information. Each passage graphic includes a caption describing the passage graphic in detail. These captions are read to students with visual impairments only. Neither the graphic nor the caption keys any part of the item. The standards may call for specific text features that are not illustrations as previously described. In these cases, an additional feature (e.g., tables, charts) will also accompany the passage.

 <p>(Read this caption to Students with Visual Impairments Only.) This is a picture of a boy standing next to a poster on an easel. The poster is labeled "Planets" and there are pictures of planets labeled "Mars," "Jupiter," and "Saturn."</p> <p>Page 8 Grade 7 English Language Arts Item 2</p>	<p style="text-align: center;">Manuel's Science Report</p> <ol style="list-style-type: none">1 Manuel is uneasy about presenting his science report about the planets. He wrote a paper and made a display to show the unique details about each planet. He even made a small model to show the planets orbiting the Sun. But tomorrow he must present his project to his class. What if he does not remember to talk about Saturn's rings or Jupiter's moons?2 Manuel talks to his friend Nathan. Yesterday, Nathan read his report about growing plants without soil. It was really interesting, and Manuel was impressed.3 "How did you remember all the details?" Manuel asks.4 "I practiced giving my presentation many times," says Nathan. "Then, when I was in front of the class and started getting nervous, I just imagined everyone cheering me on."5 That afternoon, Manuel practices his report. He feels a little better, but he is still worried.6 The next day, Manuel stands in front of the class. He looks down at his notes. When he looks back up, he imagines that everyone in his class is cheering for him. He takes a deep breath and starts to read his report. <p style="text-align: right;">Page 9</p>
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Mathematics

Blueprint Design

The mathematics design is based on the Florida Standards and consists of a total of 16 core item sets. Grades 3–5 address the five Reporting Categories introduced in elementary mathematics; Grades 6–8 address the six Reporting Categories introduced in middle school mathematics; and algebra 1 and geometry address three Reporting Categories each, respective to the high school content introduced in each course.

All newly developed items for mathematics will be field-tested and their statistics will be evaluated prior to using the items as common.

Updated assessment blueprints for mathematics grades 3–8 were developed for spring 2017. The updated assessment blueprint includes standards for the linking items. The assessment blueprints Access EOCs Algebra 1 and Geometry are unchanged from 2015–16.

In developing the assessment blueprint for mathematics, Measured Progress staff examined the following documents/resources:

- Florida Standards Assessment Test Design Summary and Blueprint
- Mathematics Access Course descriptions for grades 3–8; Access EOCs Algebra 1 and Geometry
- Florida Standards and Florida Standards Access Points

The FSAA 2016–17 mathematics item development standards can be found in Appendix B.

Grades 3–5 Reporting Categories:

- Operations and Algebraic Thinking
- Numbers in Base Ten
- Numbers and Operations Fractions
- Measurement and Data
- Geometry

Grades 6–8 Reporting Categories:

- Ratio and Proportional Relationships
- Functions
- Expressions and Equations
- Geometry
- Statistics and Probability
- The Number System

The aforementioned Reporting Categories and each category's level of emphasis were selected to mirror the Florida Standards Assessment.

Grades 3–8 Mathematics Blueprints

FSAA-PT Grade 3 Mathematics Assessment

Reporting Category	Standards	Number of Items
Operations, Algebraic Thinking, and Numbers in Base Ten	MAFS.3.OA.1.1 MAFS.3.OA.2.5 MAFS.3.OA.2.6 MAFS.3.OA.4.8 MAFS.3.NBT.1.1 MAFS.3.NBT.1.3	7
Numbers and Operations-Fractions	MAFS.3.NF.1.1 MAFS.3.NF.1.3	3
Measurement, Data, and Geometry	MAFS.3.MD.1.1 MAFS.3.MD.2.3 MAFS.3.MD.2.4 MAFS.3.MD.3.6 MAFS.3.MD.4.8 MAFS.3.G.1.1	6

FSAA-PT Grade 4 Mathematics Assessment

Reporting Category	Standards	Number of Items
Operations and Algebraic Thinking	MAFS.4.OA.1.1 MAFS.4.OA.2.4 MAFS.4.OA.3.5	3
Numbers and Operations in Base Ten	MAFS.4.NBT.1.2 MAFS.4.NBT.1.3 MAFS.4.NBT.2.5	3
Numbers and Operations-Fractions	MAFS.4.NF.1.1 MAFS.4.NF.1.2 MAFS.4.NF.2.3 MAFS.4.NF.3.7	4
Measurement, Data, and Geometry	MAFS.4.MD.1.3 MAFS.4.MD.2.4 MAFS.4.G.1.2 MAFS.4.G.1.3	6

FSAA-PT Grade 5 Mathematics Assessment

Reporting Category	Standards	Number of Items
Operations, Algebraic Thinking, and Fractions	MAFS.5.OA.1.2 MAFS.5.OA.2.3 MAFS.5.NF.1.2 MAFS.5.NF.2.5 MAFS.5.NF.2.6	6
Numbers and Operations in Base Ten	MAFS.5.NBT.1.3 MAFS.5.NBT.1.4 MAFS.5.NBT.2.6 MAFS.5.NBT.2.7	5
Measurement, Data, and Geometry	MAFS.5.MD.1.1 MAFS.5.MD.2.2 MAFS.5.MD.3.3 MAFS.5.MD.3.4 MAFS.5.G.1.1 MAFS.5.G.2.4	5

FSAA-PT Grade 6 Mathematics Assessment

Reporting Category	Standards	Number of Items
Ratio and Proportional Relationships	MAFS.6.RP.1.1 MAFS.6.RP.1.3	2 or 3
Expressions and Equations	MAFS.6.EE.1.1 MAFS.6.EE.1.4 MAFS.6.EE.2.5 MAFS.6.EE.3.9	5
Geometry	MAFS.6.G.1.1 MAFS.6.G.1.4	2 or 3
Statistics and Probability	MAFS.6.SP.1.2 MAFS.6.SP.2.4	3
The Number System	MAFS.6.NS.2.4 MAFS.6.NS.3.6 MAFS.6.NS.3.8	3

FSAA-PT Grade 7 Mathematics Assessment

Reporting Category	Standards	Number of Items
Ratio and Proportional Relationships	MAFS.7.RP.1.1 MAFS.7.RP.1.2 MAFS.7.RP.1.3	4
Expressions and Equations	MAFS.7.EE.2.3 MAFS.7.EE.2.4	3
Geometry	MAFS.7.G.1.1 MAFS.7.G.2.4 MAFS.7.G.2.5 MAFS.7.G.2.6	4
Statistics and Probability	MAFS.7.SP.2.3 MAFS.7.SP.3.5 MAFS.7.SP.3.8	2 or 3
The Number System	MAFS.7.NS.1.1 MAFS.7.NS.1.2 MAFS.7.NS.1.3	2 or 3

FSAA-PT Grade 8 Mathematics Assessment

Reporting Category	Standards	Number of Items
Expressions and Equations	MAFS.8.EE.1.2 MAFS.8.EE.1.3 MAFS.8.EE.2.5 MAFS.8.EE.3.8	5
Functions	MAFS.8.F.1.1 MAFS.8.F.1.3	4
Geometry	MAFS.8.G.1.1 MAFS.8.G.1.4 MAFS.8.G.3.9	4
Statistics and Probability and The Number System	MAFS.8.SP.1.4 MAFS.8.NS.1.1 MAFS.8.NS.1.2	3

Access Algebra 1 End-of-Course Reporting Categories:

- Statistics and the Number System
- Algebra and Modeling
- Functions and Modeling

Most standards on the Algebra 1 blueprint overlap between Access Algebra 1A, Access Algebra 1B, and Access Liberal Arts Mathematics.

FSAA-PT Algebra 1 End-of-Course Assessment

Reporting Category	Standards	Number of Items
Statistics and the Number System	MAFS.912.S-ID.1.2 MAFS.912.S-ID.3.9	3
Algebra and Modeling	MAFS.912.A-CED.1.1 MAFS.912.A-CED.1.2 MAFS.912.A-CED.1.3	7
Functions and Modeling	MAFS.912.F-IF.2.4 MAFS.912.F-IF.2.5 MAFS.912.F-IF.2.6	6

Access Geometry End-of-Course Reporting Categories:

- Congruence, Similarity, Right Triangles, and Trigonometry
- Circles, Geometric Measurement, and Geometric Properties with Equations
- Modeling with Geometry

Most standards on the Geometry blueprint overlap between Access Geometry, Access Informal Geometry, and Access Liberal Arts Mathematics.

FSAA-PT Geometry End-of-Course Assessment

Reporting Category	Standards	Number of Items
Congruence, Similarity, Right Triangles, and Trigonometry	MAFS.912.G-CO.1.1 MAFS.912.G-CO.1.3 MAFS.912.G-CO.1.4 MAFS.912.G-SRT.1.2 MAFS.912.G-SRT.1.3 MAFS.912.G-SRT.2.5	7
Circles, Geometric Measurement, and Geometric Properties with Equations	MAFS.912.G-C.1.1 MAFS.912.G-GMD.1.3 MAFS.912.G-GMD.2.4 MAFS.912.G-GPE.2.7	6
Modeling with Geometry	MAFS.912.G-MG.1.1 MAFS.912.G-MG.1.2 MAFS.912.G-MG.1.3	3

Math Linking Item Blueprints

Linking item sets have been written to grade spans (grades 3-8) and are intended to provide information for a vertical scale. The process involved selecting similar standards in neighboring grades and “linking” them with a common Essence Statement that addresses both grade-level skills

All linking content is being field-tested in 2017 and is not reflected in the current grade-level blueprints. The table below indicates the standards that have been addressed across grade spans.

3/4	4/5	5/6	6/7	7/8
MAFS.3.OA.1.1 MAFS.4.OA.1.1	MAFS.4.OA.1.3 MAFS.5.OA.1.1	MAFS.5.OA.1.2 MAFS.6.EE.1.3	MAFS.6.RP.1.3 MAFS.7.RP.1.3	MAFS.7.EE.2.4 MAFS.8.EE.3.7
MAFS.3.OA.1.2 MAFS.4.OA.1.2	MAFS.4.NBT.1.1 MAFS.5.NBT.1.1	MAFS.5.NBT.2.7 MAFS.6.NS.2.3	MAFS.6.EE.2.7 MAFS.7.EE.2.3	MAFS.7.G.2.6 MAFS.8.G.1.4
MAFS.3.NBT.1.1 MAFS.4.NBT.1.3	MAFS.4.NBT.2.5 MAFS.5.NBT.2.5	MAFS.5.NF.2.3 MAFS.6.NS.1.1	MAFS.6.G.1.4 MAFS.7.G.2.6	MAFS.7.SP.2.4 MAFS.8.SP.1.4
MAFS.3.NF.1.3 MAFS.4.NF.1.1	MAFS.4.NF.2.3 MAFS.5.NF.1.1	MAFS.5.MD.3.4 MAFS.6.G.1.2	MAFS.6.SP.2.5 MAFS.7.SP.2.4	MAFS.7.NS.1.3 MAFS.8.EE.1.1
MAFS.3.MD.3.6 MAFS.4.MD.1.3	MAFS.4.MD.1.1 MAFS.5.MD.1.1	MAFS.5.G.1.1 MAFS.NS.3.8	MAFS.6.NS.2.3 MAFS.7.NS.1.3	

Science

Blueprint Design

The science design consists of the four Bodies of Knowledge from the Next Generation Sunshine State Standards. Each of the Bodies of Knowledge assesses three to seven items. The assessment consists of a total of 16 common items.

All newly developed items for science will be field-tested and their statistics will be evaluated prior to using the items as common.

The assessment blueprints for science grades 5 and 8 and biology 1 were unchanged from the previous assessment administration.

In developing the test blueprint for science, several documents were examined:

- Alternate Assessment in Science for Students with Disabilities
- Sunshine State Standards with Access Points
- Biology End-of-Course Assessment blueprint

The FSAA 2016–17 science item development standards can be found in Appendix C.

The content assessed in alternate assessment should generally reflect the same areas assessed by the FCAT: Nature of Science, Earth and Space Science, Physical Science, and Life Science. In order to meet this criterion, the blueprint distributes the assessment items across the four science Bodies of Knowledge covered in FCAT. Items will focus on the science content assessed by the FCAT at each grade level based on the Big Ideas that are addressed.

Therefore, the science blueprint chart involves:

1. Distribution of major science Bodies of Knowledge across each grade level.
2. Assessment of the majority of Big Ideas that are addressed at each of the grade levels.

An emphasis was placed on the Bodies of Knowledge at each grade level based on looking at the Big Ideas to see the range and quantity of benchmarks addressed and the range and quantity of Access Points addressed. The Access Points were then reviewed to see if they are broad or narrow and if the topics within them can support more items and seem more relevant for this population of students. Special attention was paid to the Task 1 level Access Points as these can be very few and narrow, very few and broad, or many. Based on the review of the Access Points, not all Big Ideas that are addressed at each grade level for instruction will be assessed at each grade level. However, all of the Big Ideas are assessed at least once throughout a student's school years.

Grade 5

- Only two of the four Big Ideas in Nature of Science are addressed leading to less emphasis and the recommendation for three items. The Big Idea: The Practice of Science is the constant across all grade levels for assessment.
- Five Big Ideas in Physical Science are introduced leading to more emphasis. Three of the five Big Ideas are assessed at this grade level for a total of five items.
- Life Science and Earth and Space Science remain at four items each.

FSAA-PT Grade 5 Science Assessment Blueprint

Reporting Category	Standards (Big Ideas)	Course Standards	Number of Items
Nature of Science	Big Idea 1: The Practice of Science	SC.5.N.1.1 SC.5.N.1.2 SC.5.N.1.3 SC.5.N.1.4 SC.5.N.1.5 SC.5.N.1.6	3
	Big Idea 2: The Characteristics of Scientific Knowledge	SC.5.N.2.1 SC.5.N.2.2	
Earth and Space Science	Big Idea 7: Earth Systems and Patterns	SC.5.E.7.1 SC.5.E.7.2 SC.5.E.7.3 SC.5.E.7.4 SC.5.E.7.5 SC.5.E.7.6 SC.5.E.7.7	4
Physical Science	Big Idea 10: Forms of Energy	SC.5.P.10.1 SC.5.P.10.2 SC.5.P.10.3 SC.5.P.10.4	5
	Big Idea 11: Energy Transfer and Transformations	SC.5.P.11.1 SC.5.P.11.2	
	Big Idea 13: Forces and Changes in Motion	SC.5.P.13.1 SC.5.P.13.2 SC.5.P.13.3 SC.5.P.13.4	
Life Science	Big Idea 14: Organization and Development of Living Organisms	SC.5.L.14.1 SC.5.L.14.2	4
	Big Idea 17: Interdependence	SC.5.L.17.1	

Grade 8

- The four Big Ideas in Nature of Science are addressed. Two of the four Big Ideas are assessed at this grade level for a total of three items. The Big Idea: The Practice of Science is the constant across all grade levels for assessment.
- Physical Science addresses two Big Ideas, which is more emphasis than Earth and Space Science and Life Science; therefore, the recommendation is to include seven items for assessment.
- Earth and Space Science and Life Science have fewer Access Points to address for a recommendation of three items each for assessment.

FSAA-PT Grade 8 Science Assessment Blueprint

Reporting Category	Standards (Big Ideas)	Course Standards	Number of Items
Nature of Science	Big Idea 1: The Practice of Science	SC.8.N.1.1 SC.8.N.1.2 SC.8.N.1.3 SC.8.N.1.4 SC.8.N.1.5 SC.8.N.1.6	3
	Big Idea 4: Science and Society	SC.8.N.4.1 SC.8.N.4.2	
Earth and Space Science	Big Idea 5: Earth in Space and Time	SC.8.E.5.1 SC.8.E.5.7 SC.8.E.5.2 SC.8.E.5.8 SC.8.E.5.3 SC.8.E.5.9 SC.8.E.5.4 SC.8.E.5.10 SC.8.E.5.5 SC.8.E.5.11 SC.8.E.5.6 SC.8.E.5.12	3
Physical Science	Big Idea 8: Properties of Matter	SC.8.P.8.1 SC.8.P.8.6 SC.8.P.8.2 SC.8.P.8.7 SC.8.P.8.3 SC.8.P.8.8 SC.8.P.8.4 SC.8.P.8.9 SC.8.P.8.5	7
	Big Idea 9: Changes in Matter	SC.8.P.9.1 SC.8.P.9.2 SC.8.P.9.3	
Life Science	Big Idea 18: Matter and Energy Transformations	SC.8.L.18.1 SC.8.L.18.2 SC.8.L.18.3 SC.8.L.18.4	3

Access Biology 1 End-of-Course:

- Two Big Ideas are addressed in the biology end-of-course exam: Life Science and Nature of Science.
- Life Science is heavily introduced on this assessment. In keeping with the general education end-of-course exam, the Life Science standards are broken down into separate Reporting Categories:
 - Molecular and Cellular Biology – seven standards are addressed for a total of five items.
 - Classification, Heredity, and Evolution – four standards are addressed for a total of four items.
 - Organisms, Populations, and Ecosystems – six standards are addressed for a total of six items.
- Nature of Science is addressed with one standard (N.1.1) for one item. The topic or scenario of this item will rotate through the three reporting categories in each development cycle.

FSAA-PT Biology 1 End-of-Course Assessment

Reporting Category	Standard	Number of Items
Molecular and Cellular Biology	SC.912.L.14.1 SC.912.L.14.3 SC.912.L.16.3 SC.912.L.18.1 SC.912.L.18.12 SC.912.L.18.9 SC.912.L.16.17	5
Classification, Heredity, and Evolution	SC.912.L.15.1 SC.912.L.15.13 SC.912.L.15.6 SC.912.L.16.1	4
Organisms, Populations, and Ecosystems	SC.912.L.14.7 SC.912.L.16.10 SC.912.L.16.13 SC.912.L.17.5 SC.912.L.17.9 SC.912.L.17.20	6
Introduced in all Reporting Categories	SC.912.N.1.1	1

Social Studies

Blueprint Design

The social studies design is based on the Next Generation Sunshine State Standards and consists of a total of 16 common items. Access end-of-course civics addresses the four Reporting Categories' content introduced in the grade 7 course. Access End-of-Course U.S. history addresses the three Reporting Categories' content introduced in the high school course.

As the Access End-of-Course for Civics and U.S. History are new for 2016–17, all items will be field-tested and their statistics will be evaluated prior to using the items as common in 2017–18. Further details have yet to be determined at this time.

In developing the test blueprint for social studies, several documents were examined:

- Sunshine State Standards with Access Points
- Civics End of Course Assessment blueprint
- U.S. History End-of-Course Assessment blueprint

The FSAA 2016–17 social studies item development standards can be found in Appendix D.

Access Civics End-of-Course

- The four Reporting Categories for the civics end-of-course exam are as follows:
 - Origin and Purposes of Law and Government
 - Roles, Rights, and Responsibilities of Citizens
 - Government Policies and Political Processes
 - Organization and Function of Government
- The emphasis of each Reporting Category is similar to the civics end-of-course assessment where it is evenly divided across the four reporting categories.

FSAA-PT Civics End-of-Course Assessment

Reporting Category	Standard	Number of Items
Origin and Purposes of Law and Government	SS.7.C.1.2 SS.7.C.1.4 SS.7.C.1.7 SS.7.C.1.8 SS.7.C.1.9 SS.7.C.3.10	4
Roles, Rights, and Responsibilities of Citizens	SS.7.C.2.1 SS.7.C.2.2 SS.7.C.2.4 SS.7.C.3.7 SS.7.C.3.12	4
Government Policies and Political Processes	SS.7.C.2.8 SS.7.C.2.10 SS.7.C.2.12 SS.7.C.2.13 SS.7.C.4.1 SS.7.C.4.2	4
Organization and Function of Government	SS.7.C.3.3 SS.7.C.3.4 SS.7.C.3.5 SS.7.C.3.11 SS.7.C.3.13 SS.7.C.3.14	4

Access U.S. History End-of-Course

- The three Reporting Categories for the U.S. History End-of-Course exam are as follows:
 - Late Nineteenth and Early Twentieth Century, 1860–1910
 - Global Military Political, and Economic Challenges, 1890–1940
 - The United States and the Defense of the International Peace, 1940–present
- The emphasis of each Reporting Category is similar to the U.S. history end-of-course assessment where Global Military, Political, and Economic Challenges, 1890–1940 has the strongest emphasis with Late Nineteenth and Early Twentieth Century, 1860–1910 having the least emphasis.
- The standard SS.912.A.1.1 is introduced in all three Reporting Categories. Each year there will be one item that addresses this standard. The topic or scenario of this item will rotate through the three Reporting Categories each development cycle.

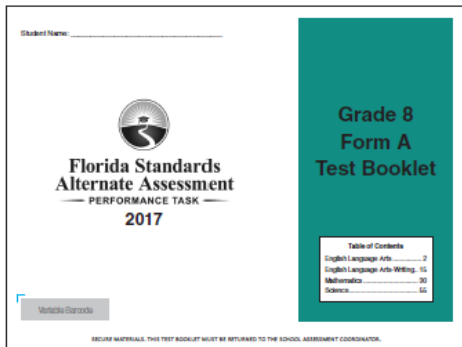
FSAA-PT U.S. History End-of-Course Assessment

Reporting Category	Standard	Number of Items
Late Nineteenth and Early Twentieth Century, 1860–1910	SS.912.A.2.1 SS.912.A.2.7 SS.912.A.3.1 SS.912.A.3.2 SS.912.A.3.13	4
Global Military, Political, and Economic Challenges, 1890–1940	SS.912.A.4.1 SS.912.A.4.5 SS.912.A.4.11 SS.912.A.5.3 SS.912.A.5.5 SS.912.A.5.10 SS.912.A.5.11 SS.912.A.5.12	6
The United States and the Defense of the International Peace, 1940–present	SS.912.A.6.1 SS.912.A.6.10 SS.912.A.6.13 SS.912.A.6.15 SS.912.A.7.1 SS.912.A.7.4 SS.912.A.7.6 SS.912.A.7.8 SS.912.A.7.11 SS.912.A.7.12 SS.912.A.7.17	5
Introduced in all Reporting Categories	SS.912.A.1.1*	1

* SS.912.A.1.1: Topic/scenario of the A.1.1 item will rotate through all three Reporting Categories.

Paper-Based Component Design

Test Booklet



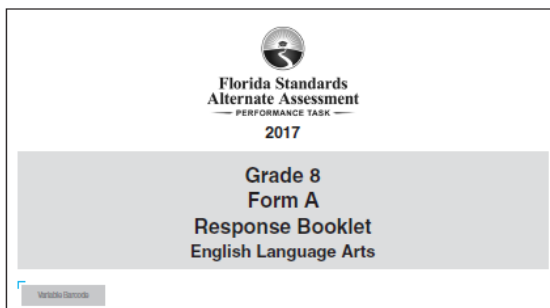
The first page of each content area in the Test Booklet includes a list of the standards that are being assessed and a list of any teacher-gathered materials that will be needed for administration. In addition, sessions are separated by pages that outline administration procedures within each content area.

The pages that follow in the Test Booklet contain the assessment items for each content area. Each item set includes the following information:

- The Access Point that the item set is targeting
- The materials that are needed for the task
- The directions for setting up the task and the script for what the teacher should say to the student
- The response options and the correct response

The Test Booklet was designed with the test administrators in mind, understanding that teachers need to easily refer to the Test Booklets during administration.

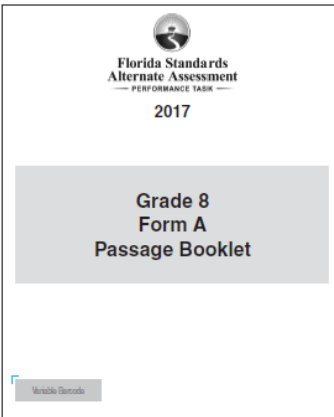
Response Booklet



Response Booklets are provided for ELA, mathematics, science, and social studies and contain stimuli and response options. Response Booklets are legal-size (8.5" x 14") paper with spiral binding at the top. If there is a stimulus associated with an item, it will appear on the upper

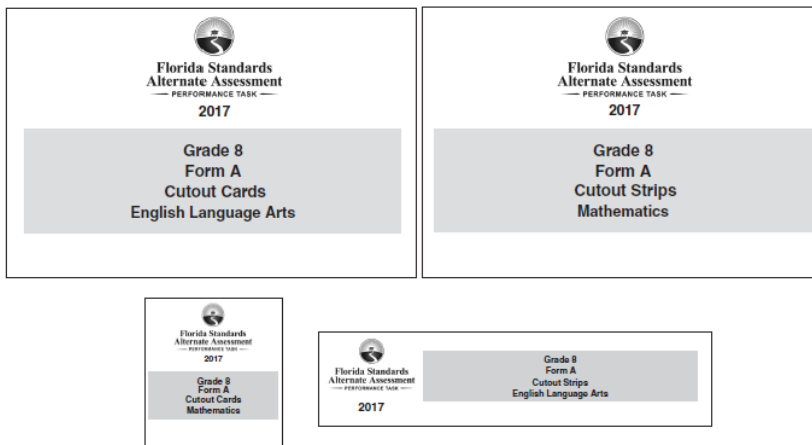
facing page of the booklet. Response options always appear on the lower facing page of the booklet. Response options for each task are positioned on the page either horizontally or vertically.

Passage Booklet



All passages are included in a Passage Booklet for ELA, including items used to assess writing in response to text. A passage graphic appears on the left page of the open booklet and its related passage appears on the right page. There is one graphic for each passage with the exception of some paired passages. Passages are read aloud to the student by the teacher unless the directions require the student to read independently. Students may be asked to read in length from one sentence to multiple paragraphs, depending on the grade level and level of complexity of the task.

Cards Packets and/or Strips Packets



Most stimulus and response materials for ELA, mathematics, science, and social studies are included in the Response Booklet; however, a minimal number of tasks have cutout cards and/or strips. Cutouts may be needed for items that require the student to manipulate the response options by sorting, matching, or sequencing.

Item Table

Item 2

Florida Standards Access Point: Use ratios and reasoning to solve real-world mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).		
Task 1		
Materials	Teacher Script	Student Response
Response Booklet: page 21 Stimulus picture card: 3 erasers Picture cards: (quarters) (rulers) (books)	<i>Here is a picture of three erasers.</i> <i>Which group has a different number of objects than the number of erasers?</i>	<input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response Scaffolded Response <i>(when applicable)</i> <input type="radio"/> A: quarters <input type="radio"/> B: rulers <input type="radio"/> C: books <input type="radio"/> D: No Response
Task 2		
Materials	Teacher Script	Student Response
Response Booklet: page 23 Stimulus picture card: package of 2 paintbrushes Number cards: 2 10 50	<i>Here is a package of two paintbrushes.</i> <i>Ms. Tandy bought five of these packages.</i> <i>How many paintbrushes did Ms. Tandy buy in all?</i> Read the number cards to the student.	<input type="radio"/> A: 2 <input type="radio"/> B: 10 <input type="radio"/> C: 50 <input type="radio"/> D: No Response
Task 3		
Materials	Teacher Script	Student Response
Response Booklet: page 25 Stimulus picture card: 3 jars of paint Number cards: 3 15 20	<i>Here is a picture of three jars of paint.</i> <i>Ms. Tandy has twenty students in her class. She puts the students into groups of four. She gives each group three jars of paint.</i> <i>How many jars of paint does Ms. Tandy need for her class?</i> Read the number cards to the student.	<input type="radio"/> A: 3 <input type="radio"/> B: 15 <input type="radio"/> C: 20 <input type="radio"/> D: No Response

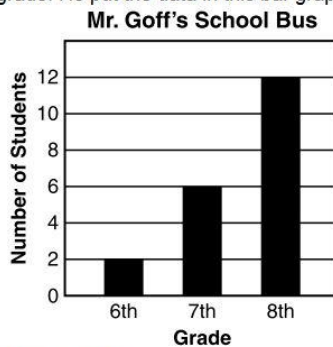
- The *Materials* column outlines for the test administrator which materials will be needed for the item. Both the materials that are provided for the administrator and materials the administrator may need to gather from the classroom are identified. Stimulus and response options will be identified for administrators to facilitate administration and standardize labeling of graphics for students with visual impairments. It is important that the graphics be carefully and appropriately named in order to provide students with visual impairments the most access to an item.
- The *Teacher Script* column consists of a clear set of directions for setting up the item and scripting for what the test administrator should ask the student.
- The *Student Response* column indicates the response options and the correct response, and allows a location for the teacher to record the student's response.

Presentation in The FSAA Online System

All forms of the 2017 FSAA will be available in the FSAA Online System to allow teachers to enter student responses. The Online System will display all item content with the exception of teacher-gathered materials.

The online system will display the stimulus or passage, the question presented to the student, and the response options. All response options will be listed in the same order as in the print-based Response Booklet.

Mr. Goff asked the students on his bus their grade. He put the data in this bar graph.



Which sentence is true according to Mr. Goff's bar graph?

More 6th graders ride the bus than 7th graders.

More 7th graders ride the bus than 8th graders.

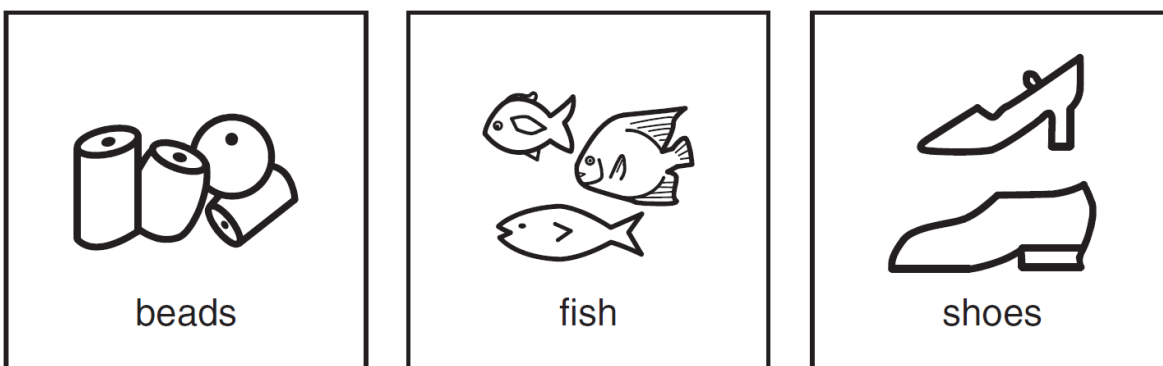
More 8th graders ride the bus than 6th graders.

Item Writing Guidelines

Universal Design

Students who use communication supports are assessed more accurately when they are provided with structured-response options within a performance task. Students who have greater access to verbal or written communication modes will be able to respond to open- or constructed-response items. For example, when a nonverbal student with mobility challenges is asked a question and presented with the choices for the answer, that student may use eye gaze to indicate the preferred choice, hit a switch from among several preprogrammed switches, point to one choice, and so on.

Items that require a constructed-response or multistep performance, such as organizing pictures to show the order of events in a story, are often more challenging for this population of students. Therefore, we have incorporated an element of Universal Design in the development of the alternate performance tasks to build a test on which all students, even those with the most significant communication challenges, have the opportunity to respond accurately. We typically present three options to students when multiple choice options are required (see example below).



This limits the cognitive load of the item and adheres to recommendations of Haladyna and Downing,¹ who contend that more than three acceptably performing distractors are rarely found.

¹ Haladyna, T.M., & Downing, S.M. (1993). How many options is enough for a multiple-choice test item? *Educational and Psychological Measurement*, 53(4), 999–1010. DOI 10.1177/0013164493053004013.

Item-Writing Guidelines Followed by Developers

- Items are aligned to the particular standard and appropriate level of difficulty.
- Items and tasks are clear, concise, and easy to read.
- Items will have one and only one answer for multiple-choice.
- Unintentional clues to the correct answer are avoided.
- Most items will be positively worded.
- Distractors should be written as grammatically correct in response to the question presented.
- Response options will have similar length—if not they will be presented in a graduated fashion from longest to shortest OR from shortest to longest.
- All response options will be similar in grammatical structure and form.
- Do not use “*All/None of the above*” response option presentation.

Accommodated Versions

Elements of Universal Design are considered during development to ensure equal access to items for all students. Flexible administration modes are available for students who may benefit from accommodated versions of the FSAA. These accommodated versions include:

- Braille/tactile Response Booklets and Passage Booklets (contracted and uncontracted)
- One-sided Response Booklets for students who may benefit from response option being cut out

Response Option Guidelines

All response options should be presented in a parallel fashion to avoid one response standing out more than another.

- Response options should be *all* singular or *all* plural within a task.
- If response options are phrases/sentences, all responses should be of similar length.
- If response options are single words, the words should share the same number of syllables.
- If response options are single words, the words should all begin with a different letter.

Complexity Rubrics

Complexity rubrics have been developed to ensure increasing complexity within an item from the Task 1 level to the Task 2 level and from the Task 2 level to the Task 3 level. All items should be developed using the Depth of Knowledge (DOK) and the Presentation Rubric found in Appendix F. Items should increase by at least one rating level, whether it is in the DOK or within one of the three components of the Presentation Rubric (Volume of Information, Vocabulary, and Context). There are some instances where the increase in complexity is not captured by the rubric’s rating system. On these occasions, stakeholder feedback will be the primary determinant.

The attached DOK and Presentation Rubric were revised for the spring 2017 assessment and include examples of social studies tasks.

Tasks are not written to DOK level 1. Likewise, no tasks are written to the DOK 6 level because of the investigative nature of this level. DOK content clarification examples are not exhaustive,

and general performance verbs are not the defining criteria for classification. Similarly, examples throughout the Presentation Rubric are also not exhaustive nor should they be used as the defining criteria for classification.

Tasks should clearly address the concept and/or skill described in the Access Point for each level of complexity within an item set. To the extent possible, the tasks for each of the Access Points within a given item should be related (i.e., Task 3 should assess the same concept and/or skill as the task for the Task 1 level but at a higher level of cognitive demand). This is also true from grade-level to grade-level test.

Where not otherwise specified in the standard being assessed, numbers and other elements of tasks should be kept as simple as possible.

To the extent possible, tasks should involve situations or contexts that can be expected to be familiar to most students and that are age-appropriate. In particular, tasks for the secondary grades should involve situations, contexts, and objects that are of interest to older students, that are as concrete as possible, and that relate to real-life activities.

Tasks will be developed with real-world contexts in mind. Tasks will be kept at as concrete a level as possible.

Response Options at Task Level

Task 1 Level

Response options will primarily be word/picture cards and number cards. If the Access Point indicates “words paired with pictures,” word picture cards will definitely be provided. The two incorrect options will not relate to the item stimulus. This “not related to the item stimulus” will be a mix of tasks where the incorrect responses are not at all related (cat, pencil, cup—cat being correct response) and incorrect responses that are within the same larger category (cat, dog, horse—cat being correct). On some occasions the Access Point may require qualitative identification or comparison of stimulus components (more/less, identify data point on graph, etc.). If this is the case, two response options *may* relate to the stimulus at the Task 1 level.

Task 2 Level

Response options will primarily be picture cards, word/picture cards, sentence/picture strips, and number cards. Pictures will not be on response cards/strips where the Access Point requires the student to read. At least one of the two incorrect options will relate to the item stimulus.

Task 3 Level

Response options will primarily be picture cards, word/picture cards, sentence/picture strips, and number cards. Pictures will not be on response cards/strips where the Access Point requires the student to read. Both of the incorrect options will *relate to the item stimulus* or

include information from the stimulus. In writing, there may also be open-ended questions where the student will be expected to independently construct a response.

Fluency Task Considerations for Deaf/Hard of Hearing Students

For students who are deaf or hard of hearing, responses to fluency tasks cannot be read or signed. Keeping this in mind, developers want to use words in the questions that have a sign and do not require the administrator to finger spell.

Object Exchange

Teachers may substitute graphics with real objects for those students who may benefit from concrete objects or manipulatives. For this reason, response items should be composed of familiar, appropriately sized objects that may be easily accessed in the classroom whenever possible. For example, developers will use objects like erasers, markers, and pencils instead of cars, dogs, and houses.

Number of Response Options

Where students are asked to select a single choice from a set of response options, there should be three options provided. Some items may require the student to match, sort, or categorize. These items may require up to six response options for the student to interact with (e.g., sorting by category).

ELA Response Options

In reading, response options do not have to match the passage exactly. At the Task 1 and Task 2 levels item responses may come directly from the passage; at the Task 3 level, however, they should not come directly from the passage to ensure increased complexity.

Response Options and Mode of Communication

At all Access Point levels of complexity (Task 1, Task 2, and Task 3), students may respond with the mode of communication that they most commonly use, such as yes/no cards, picture cards, word cards, sentence strips, verbal or written responses, eye gaze, assistive technology, and/or signing. Typically, response options will be provided in a three-selection format from which the student can choose.

Graphics

Graphics will focus on the essence of the idea and leave out extraneous information. Graphics should be provided at all levels of complexity to allow students who function at the early symbolic level to access the tasks. Graphics may be excluded when the use of pictures complicates the item. If at all possible, tasks should be written that can be depicted with a picture.

Illustrations

Illustrations are to be as clean and clear as possible. As long as the drawing can be easily identifiable then extra detail can be eliminated. The style needed for the FSAA-PT is very similar to pictures in coloring books.

- Do not leave white fill between lines that are under 1/16" –1/8".
- Omit unnecessary elements and embellishment.
- Use a strong contrast of black and white.
- Select a less complex object to draw. Example: For a "flower" draw a tulip instead of a geranium.

Graphics for Civics and U.S. History Tasks

Because civics and U.S history tasks reference real-life events, locations, and people, the use of simple black-and-white photographs as stimulus and/or response options is permitted. Copyrighted photographs will be considered. If photographs are too complicated, poorly represented, or difficult to describe to students with visual impairment in the print-based format, line drawings will be utilized instead.

Avoiding Distractions

Any options that "stick out" in an item set that a student may find attractive or distracting need to be avoided. Often, the solution is to have all three options similar, or have each option different.

Object Exchange

Graphics, whenever possible, should be of pictures of objects that can be easily replaced with the real objects. These objects need to be easily accessible in a school setting. When considering manipulatives, real objects must be able to be substituted for the graphic (i.e., no miniatures or replicas). If manipulatives are not appropriate (e.g., for some science tasks), the graphic labels in the Materials column must be detailed enough to give a clear description of the graphic. Some tasks are developed that will require the substitution of graphics for real objects if the student is visually impaired and not using the Braille version of the assessment.

Picture Communication Symbols (PCS) or Line Art

Graphics should be consistent within a stimulus set or within a response set. If there are two stimulus cards, both will either be PCS or line art.

Graphics, whenever possible, will be PCS at grades 3 through 5, a mix of PCS (especially at the Task 1 level) and line art at grades 6 through 8, and only line art in high school.

- PCS will not be customized. They shall remain as they appear in the Mayer-Johnson library.
- PCS may be with or without hair. All responses to an item level will be consistent, one or the other.

Line art for both passages and item responses will be black-and-white drawings using a heavyweight line (2–2.5 point). Grayscale will be used only if necessary. For example, in a glass or pitcher showing a liquid, the liquid will be shaded.

Other Considerations

- Graphics should avoid foods or dangerous objects as much as possible.
- Graphics should use the entire space provided on a card or strip to be as large as possible.
- All coin graphics will show coins at actual size.
- All graphics including bills need to depict the bills as large as possible.
- Clock graphics will include minute marks only if the item requires them (8:17, 4:12).
- All default emotions of characters will be happy unless the item or passage specifies otherwise.
- Graphics of objects will be as “real” as possible and will not be interpretive. At grades 3 through 5 it may be appropriate for graphics to be somewhat cartoon-like or similar to PCS (suns, clouds, raindrops); but starting at grade 6, the graphics need to be more realistic.
- Graphics that include bodies should provide context/detail when applicable. For example, if an ear is the target response, a whole head will be drawn with an arrow pointing to the ear; if a leg is required, a whole body will be drawn with an arrow pointing to the leg. Graphics solely of isolated body parts may be used for occasional items, when appropriate, per discretion of developer.
- All charts, graphs, and words or numbers in a graphic will be a minimum of 18-point font.
- All tables and charts must have titles and keys as appropriate. All keys should be placed so that they stand out.
- All counting objects for item graphics will avoid complex graphics. For example, a pattern of a circle, square, and triangle is more appropriate than a car, dog, and horse pattern.

Item Text and Terminology

Word Appropriateness

To determine whether a word is appropriate to use in an item, a variety of sources will be used: Dolch Basic Sight Word List, Revised Dolch List, the work of Chall and Popp described in *Teaching and Assessing Phonics: Why, What, When, How* (Educators Publishing Service, Inc., 1996), *EDL Core Vocabularies in Reading, Mathematics, Science, and Social Studies*, (Steck-Vaughn Company, 1989), and *The Living Word* by Dale and O'Rourke (World Book-Childcraft International, Inc., 1981). Again, test developers will rely on the Review Committee of Practitioners to help make the word choices appropriate for the student population and make the test an experience that measures what a student knows and is able to do.

Terminology

All tasks will be written as simply as possible, avoiding wordiness.

Simple content terminology will be used in grades 3 through 5 and at the Task 1 level at all grades, with more accurate content terminology usage at grades 6 through high school. For example, in grades 3 through 5 the question may be "What is the story mostly about?" and at grades 6 through high school the question would be "What is the main idea?"

It is important to keep in mind that it is the concept that is being assessed and not the vocabulary in most instances.

Stimulus cards may be identified in the Teacher Script column; for example, "Here is a girl" vs. "Here is a picture." This may be used as long as identifying the picture does not give away the answer.

Alternative Text

Embedded alternative text will be written to describe all text features such as tables, charts, or diagrams. This text is read aloud to all students. A secondary layer of alternative text is written to describe pictures/graphics to students with visual impairments. This text will be embedded into the Teacher Script column.

Teacher-Gathered Materials

All students will have calculators, number lines, and counting blocks available to them for all mathematics tasks as determined appropriate by the teacher. Tasks will indicate if these tools are required as teacher-gathered materials in the Materials column.

Tasks may presume the use of some readily available classroom materials, such as counters. However, most tasks should include all necessary materials (e.g., shapes), and other manipulatives (e.g., picture cards) will be provided as graphics on regular paper.

Tasks will refrain from referring to the color of objects; mathematics tasks can refer to shapes that can be readily felt instead.

Mathematics

Mathematics tasks will include definitions of terminology and formulas as needed. For example, an item will not ask “Which one is the isosceles triangle?” Rather, it will ask “Which triangle is isosceles—two of the three sides is the same length?” or “Which triangle has two of the three sides the same length?”

There should be a mix of tasks in mathematics, some with context and some without context. It is important not to introduce context into an item that is confusing or too language heavy.

If response options include numbers, the numbers will be presented in ascending or descending order.

All numbers that are four digits or more will include commas.

Mathematics computation tasks should be presented as a mix of horizontal and vertical presentations.

Measurement labels will be provided in the response option text (e.g., 3 inches, 5 inches, and 10 inches).

Appendix A - 2017 ELA Standards for Item Development

2017 ELA Field-Test Item Development

Grade 3

Reporting Category	Standard	# of Field Test Sets Developed
Key Ideas and Details	LAFS.3.RL.1.3 (Literary)	1
Craft and Structure	LAFS.3.RF.4.4 (Literary)	2
	LAFS.3.RL.2.6 (Literary)	1
Integration of Knowledge and Ideas	LAFS.3.SL.1.3 (Literary)	1
	LAFS.3.RI.3.9 (Informational)	1
Language & Editing	LAFS.3.L.1.2	1

Grade 4

Reporting Category	Standard	# of Field Test Sets Developed
Key Ideas and Details	LAFS.4.RI.1.2 (Informational)	1
Craft and Structure	LAFS.4.RL.2.4 (Literary)	1

Grade 5

Reporting Category	Standard	# of Field Test Sets Developed
Craft and Structure	LAFS.5.RL.2.5 (Literary)	1
Integration of Knowledge and Ideas	LAFS.5.SL.1.2 (Informational)	1

Grade 6

Reporting Category	Standard	# of Field Test Sets Developed
Key Ideas and Details	LAFS.6.RI.1.3 (Informational)	1
Craft and Structure	LAFS.6.L.3.5 (Literary)	1

Grade 7

Reporting Category	Standard	# of Field Test Sets Developed
Key Ideas and Details	LAFS.7.RL.1.2 (Literary)	1
Craft and Structure	LAFS.7.L.3.5 (Informational)	1

Grade 8

Reporting Category	Standard	# of Field Test Sets Developed
Key Ideas and Details	LAFS.8.RI.1.3 (Informational)	1
Craft and Structure	LAFS.8.L.3.5 (Literary)	1

Grade 9 (ELA 1)

Reporting Category	Standard	# of Field Test Sets Developed
Key Ideas and Details	LAFS.910.RI.1.3 (Informational)	1
Integration of Knowledge & Ideas	LAFS.910.SL.1.2 (Informational)	1

Grade 10 (ELA 2)

Reporting Category	Standard	# of Field Test Sets Developed
Key Ideas and Details	LAFS.910.RL.1.2 (Literary)	1
	LAFS.910.RL.1.3 (Literary)	1
	LAFS.910.RL.1.3 (Literary)	1
Craft and Structure	LAFS.910.RL.2.5 (Literary)	1
Integration of Knowledge and Ideas	LAFS.910.RI.3.7 (Informational)	1
	LAFS.910.SL.1.3 (Informational)	1
Language and Editing	LAFS.910.L.1.1	1

2017 ELA Linking Item Sets

Standards Targeted for Field-Test Item development

3/4	4/5	5/6	6/7	7/8	8/9	9/10
LAFS.3/4.RL.1.1	LAFS.4/5.RL.1.1	LAFS.5/6.RL.1.1	LAFS.6/7.RL.1.1	LAFS.7/8.RL.1.1	LAFS.8/9.RL.1.1	LAFS.9/10.RL.1.1
LAFS.3/4.RI.1.3	LAFS.4/5.RI.1.3	LAFS.5/6.RI.1.1	LAFS.6/7.RI.1.2	LAFS.7/8.RI.1.1	LAFS.8/9.RI.1.1	LAFS.9/10.RI.1.2
LAFS.3/4.RL.2.5	LAFS.4/5.RI.2.4	LAFS.5/6.RL.2.6	LAFS.6/7.RL.2.4	LAFS.7/8.RL.2.4	LAFS.8/9.RL.2.4	LAFS.9/10.RL.2.6
LAFS.3/4.RL.2.6	LAFS.4/5.RI.3.8	LAFS.5/6.RI.3.8	LAFS.6/7.RI.3.8	LAFS.7/8.RI.3.8	LAFS.8/9.RI.3.8	LAFS.9/10.RI.3.8
LAFS.3/4.L.3.4	LAFS.4/5.L.3.4	LAFS.5/6.L.3.4	LAFS.6/7.L.3.4	LAFS.7/8.L.3.4	LAFS.8/9.L.3.4	LAFS.9/10.L.3.4

Linked Standards	Essence Statements
Grades 3/4	
LAFS.3/4.RL.1.1	Answer questions related to details in a text that are relevant to explaining what the text says explicitly.
LAFS.3/4.RI.1.3	Identify specific causes and effects that relate to events, procedures, ideas, or concepts in informational texts
LAFS.3/4.RL.2.5	Describe the differences in structural elements of a story and plays.
LAFS.3/4.RL.2.6	Match the point of view to each character in a story.
LAFS.3/4.L.3.4	Use context to determine the correct meaning of a word or words with multiple meanings or shades of meaning.
Grades 4/5	
LAFS.4/5.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly.
LAFS.4/5.RI.1.3	Identify the relationships or interactions between individuals and specific events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LAFS.4/5.RI.2.4	Define an unknown general academic or domain-specific word by using common roots/affixes.
LAFS.4/5.RI.3.8	Identify how reasons and evidence an author uses can support particular points in a text.
LAFS.4/5.L.3.4	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) to determine the correct meaning of multiple-meaning words.

Grade 5/6	
LAFS.5/6.RL.1.1	Refer to details and examples in a text when explaining what the text says explicitly.
LAFS.5/6.RI.1.1	Use textual evidence to support inferences.
LAFS.5/6.RL.2.6	Identify an example from the text where the narrative point of view influences the reader's interpretation.
LAFS.5/6.RI.3.8	Distinguish claims or arguments of those that are supported by evidence from those that are not.
LAFS.5/6.L.3.4	Use common grade-appropriate roots and affixes as clues to the meaning of a word.
Grades 6/7	
LAFS.6/7.RL.1.1	Use two pieces of textual evidence to support conclusions or inferences about the characters from text.
LAFS.6/7.RI.1.2	Summarize the text based on details from the text.
LAFS.6/7.RL.2.4	Determine the meaning of figurative words and phrases (metaphors and similes).
LAFS.6/7.RI.3.8	Evaluate the claim or argument to determine if it is supported by evidence.
LAFS.6/7.L.3.4	Find the precise meaning of a word by using context help to decide which definition (from a list of definitions) is the most appropriate choice.
Grade 7/8	
LAFS.7/8.RL.1.1	Use two pieces of evidence to support summaries of text.
LAFS.7/8.RI.1.1	Use two pieces of evidence to support conclusions about text.
LAFS.7/8.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative (e.g., metaphors, similes).
LAFS.7/8.RI.3.8	Evaluate the claim to determine if it is supported by evidence.
LAFS.7/8.L.3.4	Use context as a clue to the meaning of a grade-appropriate word or phrase.
Grade 8/9	
LAFS.8/9.RL.1.1	Use two or more pieces of evidence to support conclusions from text.
LAFS.8/9.RI.1.1	Use two or more pieces of evidence to support the summaries.
LAFS.8/9.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including phrases with personification.
LAFS.8/9.RI.3.8	List/highlight one or more sentences that support the claim.
LAFS.8/9.L.3.4	Use the context to help decide which definition (from a list of definitions) is the most precise meaning of a word.
Grade 9/10	
LAFS.9/10.RL.1.1	Use two pieces of textual evidence to support conclusions.
LAFS.9/10.RI.1.2	Identify how the key details support the main idea.
LAFS.9/10.RL.2.6	Analyze the point of view reflected in a work of literature.
LAFS.9/10.RI.3.8	List/highlight two sentences that support a claim.
LAFS.9/10.L.3.4	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.

Appendix B - 2017 Mathematics Standards for Item Development

Mathematics - 2017 Field-Test Item Development

Grade 3

Reporting Category	Standard	# of Field-Test Sets Developed
Operations, Algebraic Thinking, and Numbers in Base Ten	MAFS.3.OA.2.5	1
	MAFS.3.OA.2.6	1
	MAFS.3.NBT.1.3	1
Numbers and Operations-Fractions	MAFS.3.NF.1.1	1
Measurement, Data, and Geometry	MAFS.3.MD.1.1	1
	MAFS.3.MD.4.8	1
	MAFS.3.G.1.1	1

Grade 4

Reporting Category	Standard	# of Field-Test Sets Developed
Numbers and Operations-Fractions	MAFS.4.NF.3.7	1
Measurement, Data, and Geometry	MAFS.4.G.1.2	1

Grade 5

Reporting Category	Standard	# of Field-Test Sets Developed
Operations, Algebraic Thinking, and Fractions	MAFS.5.OA.2.3	1
Measurement, Data, and Geometry	MAFS.5.MD.2.2	1

Grade 6

Reporting Category	Standard	# of Field Test Sets Developed
Statistics and Probability	MAFS.6.SP.2.4	1
The Number System	MAFS.6.NS.2.4	1

Grade 7

Reporting Category	Standard	# of Field-Test Sets Developed
Geometry	MAFS.7.G.2.4	1
Statistics and Probability	MAFS.7.SP.2.3	1

Grade 8

Reporting Category	Standard	# of Field-Test Sets Developed
Expressions and Equations	MAFS.8.EE.1.3	1
	MAFS.8.EE.3.8	1
Functions	MAFS.8.F.1.1	1
	MAFS.8.F.1.3	1
Geometry	MAFS.8.G.1.1	1
Statistics and Probability and The Number System	MAFS.8.SP.1.2	1
	MAFS.8.NS.1.2	1

Algebra 1 EOC

Reporting Category	Standard	# of Field-Test Sets Developed
Statistics and The Number System	MAFS.910.S-ID.1.2	1
	MAFS.910.S-ID.3.9	1
Algebra and Modeling	MAFS.910.A-CED.1.2	3
	MAFS.910.A-CED.1.3	1
Functions and Modeling	MAFS.910.F-IF.2.4	2
	MAFS.910.F-IF.2.5	2
	MAFS.910.F-IF.2.6	2

Geometry EOC

Reporting Category	Standard	# of Field-Test Sets Developed
Congruence, Similarity, Right Triangles, and Trigonometry	MAFS.910.G-CO.1.1	1
	MAFS.910.G-CO.1.3	1
	MAFS.910.G-CO.1.4	1
	MAFS.910.G-SRT.1.2	1
	MAFS.910.G-SRT.1.3	1
	MAFS.910.G-SRT.2.5	1
Circles, Geometric Measurement, and Geometric Properties with Equations	MAFS.910.G-C.1.1	1
	MAFS.910.G-GMD.2.4	1
	MAFS.910.G-GPE.2.7	1
Modeling with Geometry	MAFS.910.G-MG.1.1	1
	MAFS.910.G-MG.1.2	1
	MAFS.910.G-MG.1.3	1

2017 Mathematics Linking Item Sets

Standards Targeted for Field-Test Item Development

3/4	4/5	5/6	6/7	7/8*
MAFS.3.OA.1.1 MAFS.4.OA.1.1	MAFS.4.OA.1.3 MAFS.5.OA.1.1	MAFS.5.OA.1.2 MAFS.6.EE.1.3	MAFS.6.RP.1.3 MAFS.7.RP.1.3	MAFS.7.EE.2.4 MAFS.8.EE.3.7
MAFS.3.OA.1.2 MAFS.4.OA.1.2	MAFS.4.NBT.1.1 MAFS.5.NBT.1.1	MAFS.5.NBT.2.7 MAFS.6.NS.2.3	MAFS.6.EE.2.7 MAFS.7.EE.2.3	MAFS.7.G.2.6 MAFS.8.G.1.4
MAFS.3.NBT.1.1 MAFS.4.NBT.1.3	MAFS.4.NBT.2.5 MAFS.5.NBT.2.5	MAFS.5.NF.2.3 MAFS.6.NS.1.1	MAFS.6.G.1.4 MAFS.7.G.2.6	MAFS.7.SP.2.4 MAFS.8.SP.1.4
MAFS.3.NF.1.3 MAFS.4.NF.1.1	MAFS.4.NF.2.3 MAFS.5.NF.1.1	MAFS.5.MD.3.4 MAFS.6.G.1.2	MAFS.6.SP.2.5 MAFS.7.SP.2.4	MAFS.7.NS.1.3 MAFS.8.EE.1.1
MAFS.3.MD.3.6 MAFS.4.MD.1.3	MAFS.4.MD.1.1 MAFS.5.MD.1.1	MAFS.5.G.1.1 MAFS.NS.3.8	MAFS.6.NS.2.3 MAFS.7.NS.1.3	

*One of the linking sets will have two items written to it.

Linked Standards	Essence Statements
Grade 3/4	
MAFS.3.OA.1.1 MAFS.4.OA.1.1	Model multiplication involving up to five groups with up to five objects in each.
MAFS.3.OA.1.2 MAFS.4.OA.1.2	Determine the number of sets of whole numbers, five or fewer, which equal a dividend.
MAFS.3.NBT.1.1 MAFS.4.NBT.1.3	Using a number line, round to the nearest 10 or 100.
MAFS.3.NF.1.3 MAFS.4.NF.1.1	Identify equivalent fractions (fourths and halves) shown on a number line(s).
MAFS.3.MD.3.6 MAFS.4.MD.1.3	Determine the area of rectangles by counting unit squares.
Grade 4/5	
MAFS.4.OA.1.3 MAFS.5.OA.1.1	Solve a one- or two-step word problem requiring the four operations within 100.
MAFS.4.NBT.1.1 MAFS.5.NBT.1.1	Compare the value of a digit when it is represented in different place values of two three-digit numbers.
MAFS.4.NBT.2.5 MAFS.5.NBT.2.5	Solve a two-digit by one-digit whole number multiplication problem.
MAFS.4.NF.2.3 MAFS.5.NF.1.1	Add and subtract fractions with like denominators (2, 3, 4, 8) using visual representation.
MAFS.4.MD.1.1 MAFS.5.MD.1.1	Complete a conversion table for length and/or mass within a single system.

Grade 5/6	
MAFS.5.OA.1.2 MAFS.6.EE.1.3	Identify a simple expression, or an equivalent expression for a calculation.
MAFS.5.NBT.2.7 MAFS.6.NS.2.3	Solve a one-step addition, subtraction, multiplication, or division problem involving decimals.
MAFS.5.NF.2.3 MAFS.6.NS.1.1	Divide whole numbers by a unit fraction using visual fraction models.
MAFS.5.MD.3.4 MAFS.6.G.1.2	Determine the volume of a rectangular prism built by unit cubes.
MAFS.5.G.1.1 MAFS.NS.3.8	Identify ordered pairs on a coordinate plane.
Grade 6/7	
MAFS.6.RP.1.3 MAFS.7.RP.1.3	Use ratios and reasoning to solve real-world mathematical problems.
MAFS.6.EE.2.7 MAFS.7.EE.2.3	Solve real-world word problems using equations in which the quantities are positive rational numbers.
MAFS.6.G.1.4 MAFS.7.G.2.6	Find the surface area of a three-dimensional figure by adding the areas of each face of the figure.
MAFS.6.SP.2.5 MAFS.7.SP.2.4	Identify the mean, mode, or range of a set of data.
MAFS.6.NS.2.3 MAFS.7.NS.1.3	Solve one-step, real-world and mathematical problems involving one of the four operations with decimals.
Grade 7/8	
MAFS.7.EE.2.4 MAFS.8.EE.3.7	Write and solve a linear equation with one variable.
MAFS.7.G.2.6 MAFS.8.G.1.4	Solve one-step, real-world measurement problems involving area and volume.
MAFS.7.SP.2.4 MAFS.8.SP.1.4	Select an appropriate statement/claim about two different data sets.
MAFS.7.NS.1.3 MAFS.8.EE.1.1	Solve real-world and mathematical problems involving equivalent expressions and the four operations with rational numbers.

Appendix C - 2017 Science Standards for Item Development

Science - 2017 Field-Test Item Development

Grade 5 Science

Body of Knowledge	Big Idea	# of Field-Test Sets Developed
Nature of Science	Big Idea 1: The Practice of Science	1
Physical Science	Big Idea 10: Forms of Energy	1
Life Science	Big Idea 14: Organization and Development of Living Organisms	2
	Big Idea 17: Interdependence	2

Grade 8 Science

Body of Knowledge	Big Idea	# of Field-Test Sets Developed
Earth and Space Science	Big Idea 5: Earth in Space and Time	2
Physical Science	Big Idea 8: Properties of Matter	2
Life Science	Big Idea 18: Matter and Energy Transformations	2

High School Biology 1

Reporting Category	Standards	# of Field-Test Sets Developed
Molecular and Cellular Biology	SC.912.L.14.1	2
	SC.912.L.14.3	1
	SC.912.L.16.3	2
	SC.912.L.18.9	1
Classification, Heredity, and Evolution	SC.912.L.15.1	1
Organisms, Populations, and Ecosystems	SC.912.L.16.10	1
	SC.912.L.17.5	2
	SC.912.L.17.20	1
Nature of Science*	SC.912.N.1.1	1

* SC.912.N.1.1: Topic/scenario of the N.1.1 item will rotate through all three reporting categories.

Appendix D - 2017 Social Studies Standards for Item Development

Civics – 2017 Field-Test Item Development

Reporting Category	Standards	# of Field-Test Sets Developed
Origin and Purposes of Law and Government	SS.7.C.1.2	1
	SS.7.C.1.4	1
	SS.7.C.1.7	1
	SS.7.C.1.8	1
	SS.7.C.1.9	2
	SS.7.C.3.10	1
Roles, Rights, and Responsibilities of Citizens	SS.7.C.2.1	1
	SS.7.C.2.2	1
	SS.7.C.2.4	2
	SS.7.C.3.7	1
	SS.7.C.3.12	2
Government Policies and Political Processes	SS.7.C.2.8	1
	SS.7.C.2.10	1
	SS.7.C.2.12	2
	SS.7.C.2.13	1
	SS.7.C.4.1	1
	SS.7.C.4.2	1
Organization and Function of Government	SS.7.C.3.3	2
	SS.7.C.3.4	1
	SS.7.C.3.5	1
	SS.7.C.3.11	1
	SS.7.C.3.13	1
	SS.7.C.3.14	1

U.S. History – 2017 Field-Test Item Development

Reporting Category	Standards	# of Field-Test Sets Developed
Late Nineteenth and Early Twentieth Century, 1860–1910	SS.912.A.2.1	2
	SS.912.A.2.7	1
	SS.912.A.3.1	2
	SS.912.A.3.2	2
	SS.912.A.3.13	1
Global Military, Political, and Economic Challenges, 1890–1940	SS.912.A.4.1	2
	SS.912.A.4.5	2
	SS.912.A.4.11	1
	SS.912.A.5.3	1
	SS.912.A.5.5	1
	SS.912.A.5.10	1
	SS.912.A.5.11	1
	SS.912.A.5.12	1
The United States and the Defense of the International Peace, 1940–present	SS.912.A.6.1	1
	SS.912.A.6.10	1
	SS.912.A.6.15	1
	SS.912.A.7.1	1
	SS.912.A.7.4	1
	SS.912.A.7.6	1
	SS.912.A.7.8	1
	SS.912.A.7.12	1
	SS.912.A.7.17	1
Introduced in all Reporting Categories	SS.912.A.1.1*	1 (The United States and Defense of the International Peace, 1940–present)

* SS.912.A.1.1: Topic/scenario of the A.1.1 item will rotate through all three reporting categories.

Appendix E - 2016–2017 Complexity Rubrics

All items should be assigned a Depth of Knowledge level based on the information presented in the table below. Content clarification examples are not exhaustive and general performance verbs are not the defining criteria for Depth of Knowledge classification.

DOK 1	Attention	
<p>General Performance Verbs: touch look vocalize repeat attend</p>	<ul style="list-style-type: none"> Simple commands that require no answer—only require doing the command. Generally not assessed as a skill. Used to focus the student on a task. 	<p>Examples: Look at me. Listen while I read this story.</p>

DOK 2	Rote Knowledge, Memorize & Recall	
<p>General Performance Verbs: list identify state label recognize record match recall retell</p>	<ul style="list-style-type: none"> Habitual response—recalls previously heard or learned information. Practiced, rote behavior. No inferences are required for correct answer. Habitual response of common day to day activities or objects. 	
	<u>English Language Arts</u>	
	<ul style="list-style-type: none"> Matches picture/word to picture/word. Identifies rhyming words. Identifies letters by phonics/sounds or sight. Identifies detail of text of 2-3 simple sentences using verbatim wording. Identifies correct spelling of misspelled word. Identifies misspelled common words. Identifies letters and phonetically regular, high frequency words (self-read). 	<p>Examples: ...which can you drink from? (book, cup, pen) ...what do you read? (book, desk, stapler) ...which pair of words rhyme?</p>
	<u>Mathematics</u>	
	<ul style="list-style-type: none"> Identifies characteristics (e.g., shape, face, side, corner, angle, etc.) of common objects or shapes. Tells time on a digital clock. Recognizes familiar object added to group of objects. Identifies shapes presented in the same orientation and not a direct match situation. Matches values/numbers on a number line. Recognize expressions with decimal points, exponents, etc. 	<p>Examples: ...which shape is round? (circle, square, triangle) ...the height of this cylinder. ... which number Point R is on the number line? ... another expression with a decimal point/ an exponent (given an example).</p>

DOK 2 cont.	<u>Science</u>	
	<ul style="list-style-type: none"> Identifies object from picture or manipulative choices. Identifies common object when function is described. Recalls function of basic body parts. 	<p>Examples:</p> <p>...what kind of weather is wet?</p> <p>...what object gives light?</p> <p>...what body part can taste food?</p>
	<u>Social Studies</u>	
	<ul style="list-style-type: none"> Matches pictures and/or words. Identifies details from text (1-2 simple sentences) using verbatim wording. Identifies familiar characteristics of time periods or situations. Recognizes simple definitions of social studies related terms when definition is provided. 	<p>Examples</p> <p>...what is something else that is built by people? (ship, rock, leaf)</p> <p>...what is a manufactured good? (cats, shoes, trees)</p> <p>What is a [law, rule, right, constitution, amendment]?</p>

DOK 3	Use of Knowledge and Information	
General Performance Verbs: perform tell demonstrate follow count locate name read describe define spell	<ul style="list-style-type: none"> Engagement of some mental processing beyond habitual response. Simple inferences may be needed. Uses information from a chart or graph to make simple inferences in order to correctly respond. Chooses what comes next in a sequence. 	
	<u>English Language Arts</u>	
	<ul style="list-style-type: none"> Indicates comprehension of basic/common words or two to three word sentences. Identifies main idea by applying information gained from text. Identifies detail by making simple inferences. Identifies a relevant or best sentence to add to passage. Self-reads materials/passages. Identifies best word to complete sentence. Identifies initial word in sentence in need of capitalization. Identifies the correct spelling of grade appropriate words presented in sentence. Identifies prefixes/suffixes in words. Identifies incorrectly used common punctuation. Identifies basic punctuation including periods, comma, colon, semicolon, and question mark. 	<p>Examples:</p> <p>...what is the main idea?</p> <p>...who is this story about?</p> <p>...what fits in the blank of this sentence?</p> <p>...what happens next in the story?</p> <p>...which word in this sentence is misspelled?</p> <p>...which word uses the pre-fix.....</p> <p>...which group of words has a comma?</p> <p>...which word describes sound?</p> <p>...which piece of evidence supports this clam?</p>

DOK 3 cont.	<u>Mathematics</u>	
	<ul style="list-style-type: none"> • Tells time on analog clock. • Identifies number sentence/equation that reflects number relationships (no comp.). • Tells measurement with ruler placed on stimulus. • Performs basic computation (counting may be a strategy). • Identifies # of angles and angle type. • Identifies parts of objects or # of objects in group representing simple fractions (1/2, 1/3, 1/4). • Matches congruent shapes. • Identifies information from a graph. • Matches number to picture model. • Identifies similar shapes when picture cues are rotated, reflected, or translated. • Uses place value to round to any place. • Locates positive and negative numbers on a number line. • Identifies the y-intercept of a line. 	<p>Examples:</p> <p>... which number sentence can be used to find the circumference of this circle (given dimensions and formula).</p> <p>...how many cookies are needed for 5 children to have 2 cookies each? (picture cues of five students holding two cookies each are provided)</p> <p>...what is the length of the longest side (hypotenuse) of the triangle? (picture of triangle with a ruler alongside it)</p> <p>...what is half of the number of blocks shown?</p> <p>...which picture is a model of two cubed?</p> <p>... which number line shows the point negative four?</p> <p>... which point is the y -intercept of this line.</p>
	<u>Science</u>	
	<ul style="list-style-type: none"> • Identifies additional attribute from common experience/knowledge (e.g., weather, animals). 	<p>Examples:</p> <p>...what other animals live in the desert?</p> <p>...how does someone move a mower?</p> <p>...an element is a substance that cannot be broken down into...which of these is an element?</p>
<u>Social Studies</u>		
<ul style="list-style-type: none"> • Identifies detail of text with 2-4 sentences requiring a slight inference or connection of ideas. • Indicates comprehension of common social studies content words or concepts. • Identifies the how, who, what, and/or why of governmental processes. • Identifies reasons or importance of events and/or actions. 	<p>Examples:</p> <p>Why did (name of person) build a (name of structure or invention)?</p> <p>What was one reason why the (name of event or situation) take place?</p> <p>What is the process for making a (law, rule, constitutional amendment)?</p> <p>Why is (law, rule, right, constitution, amendment) important?</p>	

DOK 4	Comprehension	
General Performance Verbs: explain conclude group categorize restate review translate describe paraphrase infer summarize illustrate compute classify solve	<ul style="list-style-type: none"> • Strategic thinking—requires reasoning, planning a sequence of steps. • Answer choices summarize and are not verbatim from passage. 	
	<u>English Language Arts</u>	
	<ul style="list-style-type: none"> • Identifies theme or message of a story. • Identifies main <u>idea</u> by drawing conclusions or making inferences. • Identifies elements of a story without definition of the element. • Identifies purpose of writing passage. • Selects best sentence(s) for middle or end of passage (correct order required). • Orders three or more sentences to communicate logical sequence of events. • Sorts or groups words or items with categories given. • Identifies sentence that best supports topic. • Identifies two or more sentences to complete a composition. • Identifies correct meaning of words from context sentence. • Edits for correct use of subject and verb agreement. • Edits for correct use of singular and plural nouns. • Identifies proper nouns and pronouns within sentences, and book titles in need of capitalization. • Identifies correct usage of punctuation. 	Examples: ...what is the main idea? ...who is this story about? ...what is the “plot” of this story? ...which of these is found inside a house and which are found outside a house? (bed, swing set, trees, car, computer) Bed becomes a plural (more than one bed) by adding an “s”. ...what would more than one tree be? (tree, treeses, trees) ...which sentence shows commas used correctly? ...which sentence provides the best conclusion by stating why the claim is significant?

DOK 4 cont.	<u>Mathematics</u>	
	<ul style="list-style-type: none"> • Computes math operations with equation, formula, or organizer given. (Requires computation and not one to one counting.) • Identifies objects, letters, or objects with line symmetry. • Computes area, perimeter, and volume when dimensions are labeled. • Identifies patterns with more than two repetitions. • Groups objects into three or more groups. • Uses information from a graph/number line to make a comparison or claim, or to answer a question. • Makes predictions of random selection process. • Identifies faces of more than one 3 dimensional object with only one object presented as stimulus. • Computes prices of items with tax. • Identifies correct number sentence/equation from a group of three viable choices (requires computation). • Uses ruler to measure. • Reduces fractions. • Simplifies expressions that include exponents. • Identifies the slope and y-intercept from graphs. • Plots or recognizes ordered pairs on a graph. • Recognizes similar figures (given information or example of similarity). • Identify multiples of... 	<p>Examples:</p> <p>...what is the area of a triangle that measures 5 inches in height (h) and 3 inches at the base (b)? (area of triangle is $\frac{1}{2}bh$)</p> <p>...what is the perimeter of a square that is 4 inches on each side?</p> <p>...how many apples are needed for six students if each student gets two apples? (provide picture cue of 2 apples only)</p> <p>...which sentence is true according to Mr. Goff's bar graph?</p> <p>...which histogram correctly shows the data in the data table?</p> <p>... what two squared times two cubed equals?</p>
	<u>Science</u>	
<ul style="list-style-type: none"> • Identifies components of a scientific process. • Draws conclusions based on provided information. • Generalizes body part functions/processes across species by making inferences. 	<p>Examples:</p> <p>...where does snow fall most?</p> <p>...which object is the hardest to move?</p> <p>...why do the two plants look different?</p> <p>...which layer (of Earth) is the thickest?</p> <p>...what caused the paper to become damp?</p> <p>...what caused the box to stop moving?</p> <p>...which part pumps blood through the dog's body?</p>	

DOK 4 cont.	<u>Social Studies</u>	
	<ul style="list-style-type: none"> • Draws conclusions based on information provided in a chart, table, or diagram. • Uses information to complete a chart. • Identifies trends and/or changes in processes or in ways of life. • Identifies reasons and/or consequences of changes. 	<p>Examples:</p> <p>Based on information in the chart, how has (process, occupation, way of living, law, constitution) changed over the years?</p> <p>Which sentence best completes the chart?</p> <p>What was one result of the change in (event, people living in area, law, economic situation, invention)?</p>

DOK 5	Application	
General Performance Verbs: organize collect apply construct use develop generate interact with text implement compare contrast	<ul style="list-style-type: none"> • Extended thinking—making connections within and between subject domains, non routine problem solving. • Student generates answer without cues. 	
	<u>English Language Arts</u>	
	<ul style="list-style-type: none"> • Makes connections between multiple sources. • Compares events in two passages. • Generates response. • Implements a plan. 	<p>Examples:</p> <p>...how the poem and the story are the same.</p> <p>...how the structure of both passages is the same.</p> <p>...how to revise this sentence using fewer words. (no response options)</p>
	<u>Mathematics</u>	
	<ul style="list-style-type: none"> • Computes with no equation and limited numbers presented (i.e., for perimeter, numbers are given on only 2 sides of 4 sided figures). • Constructs complex new shape from given shapes. • Computes by translating word problems into number problems. • Solves real-world problems involving units of measurement. • Selects appropriate graphical representations of real-world events. 	<p>Examples:</p> <p>...what is the perimeter of a rectangle with one side measuring 8 inches and another side measuring 3 inches?</p> <p>Jill types 10 words per minute....how long will it take Jill to type fifty words?</p> <p>Mr. Patel gives each person one cup of soup.</p> <p>1 gallon = 8 pints</p> <p>1 pint = 2 cups</p> <p>... how many cups Mr. Patel needs to serve two gallons of soup?</p> <p>...which graph shows a rate of four miles per hour?</p>

DOK 5 cont.	<u>Science</u>	
	<ul style="list-style-type: none"> Explains cause and effect relationships. Orders three or more components of a scientific process. Describes processes of production or reproduction by ordering sentences. 	<p>Examples:</p> <p>...how does the weather help the kite stay up in the sky?</p> <p>...the order that energy moves through this food chain.</p> <p>...which part of the pine tree makes food by using the sunlight?</p>
	<u>Social Studies</u>	
	<ul style="list-style-type: none"> Explains cause and effect relationships. Explain similarities. Explain differences. 	<p>Examples:</p> <p>Based on the agreements, what would have happened if. . . ?</p> <p>In what way are these two (people, organizations, laws, events, governmental programs) alike?</p> <p>What is one difference between. . . ?</p>

DOK 6	Analysis Evaluation	
<p>General Performance Verbs:</p> <p>pattern analyze compose predict extend plan judge evaluate interpret cause/effect investigate examine distinguish differentiate generate</p>	<ul style="list-style-type: none"> Requires investigation. Student predicts based on information given. Student creates possible alternative outcomes. Student uses multiple sources to answer question without cues/supports. Generally, DOK levels of 6 will not be found on the assessment unless open response items that require investigation using two or more texts are assessed. 	<p>Examples:</p> <p>...tell me another possible ending to the story (no options provided).</p> <p>...what kind of science experiment can you do to find out how many hours of sun a seed needs to sprout?</p>

Presentation Rubric

revised 6/20/16

Volume of Information (VI)	1	2	3	4
	<p>No Scenario Presented:</p> <ul style="list-style-type: none"> – 1 simple sentence stating stimulus, “Here is a” (when applicable) – Little to no additional info or instruction beyond standard item template language – Minimal response options (no complete sentences or equations) – No passage <p><i>Which one holds water?</i> (no stimulus, 3 word/pic cards)</p> <p><i>Here are four paper clips.</i> <i>Which number shows half of the paper clips?</i> (stimulus pic strip, 3 number cards)</p>	<p>Limited Scenario Presented:</p> <ul style="list-style-type: none"> – 1 sentence describing stimulus/materials or scenario – Minimal information provided in 1 simple format (pictograph, organizer, formula) – ELA passage items: simple sentence or short paragraph – No scenario, but complete sentences or equations for response options <p><i>Carlos needs to read a book for his science project at school.</i> <i>Where Carlos would most likely find a book?</i> (no stimulus, 3 word/pic cards)</p> <p><i>Here is a table that shows the cost of fruit.</i> <i>Which amount shows the cost of 3 oranges?</i> (stimulus table, 3 number cards)</p> <p><i>Food grown by Florida farmers was sent to American soldiers fighting in World War 1.</i> <i>What did Florida farmers provide soldiers during World War I?</i> (stimulus, 3 picture/word cards)</p>	<p>Moderate Scenario Presented:</p> <ul style="list-style-type: none"> – 2 sentences describing stimulus/materials or scenario – Moderate information provided in 1 format (graph, organizer, formula) – ELA passage items: 2 or more short paragraphs (moderate info/plot development) <p><i>This is a toy car. I can push it to make it roll across the table. If nothing stops it when it reaches the edge of the table it will fall.</i> <i>What causes the car to fall to the ground?</i> (stimulus, 3 word/pic cards)</p> <p><i>Hector put four beads on a necklace. He wants to make 3 more necklaces.</i> <i>How many more beads Hector does need?</i> (2 stimulus pic cards, 3 number cards)</p> <p><i>The legislative branch has the responsibility of writing bills. The executive branch has the responsibility of deciding if a bill should become a law.</i> <i>How do the legislative and executive branches work together to create new laws?</i> (stimulus, 3 sentence strips)</p>	<p>Complex Scenario Presented:</p> <ul style="list-style-type: none"> – 3 or more sentences describing stimulus/materials or scenario – Extensive information provided in 1 or more format (graph, chart, organizer, formula) – ELA passage items: 4 or more paragraphs (extensive info/plot development) or paired passage <p><i>This is a picture of a steak. Steak is meat from a cow. This meat is part of a food chain. You’re going to put these sentences in order to show what happens 1st, 2nd, and 3rd.</i> <i>What order is energy used to make meat?</i> (stimulus sent. strip, 3 sentences)</p> <p><i>In the 1960s, the United States government created programs to help people. The chart describes some of these programs.</i> <i>In what ways are these government programs alike?</i> (chart as stimulus, 3 sentence strips)</p>

Presentation Rubric

revised 6/20/16

	1	2	3
Vocabulary (V)	<p>Familiar Vocabulary Presented:</p> <ul style="list-style-type: none"> – Everyday words and single digit numbers (e.g., round shape, which is a boy, what is one more, which is wet) presented in item – No content words used 	<p>Somewhat Familiar Vocabulary Presented:</p> <ul style="list-style-type: none"> – Everyday words and minimal basic content words used – Examples include units of measure, fractions, conversion formulas, place value, data tables, graphs, pictographs, decimals, equation 	<p>Familiar & Unfamiliar Vocabulary Presented:</p> <ul style="list-style-type: none"> – Mix of everyday words and unfamiliar words – Basic content words used – Examples include positive/negative, proportional relationship, fraction bar, hundredths, perimeter, volume, distance, y-intercept, slope, congruent, variable
	<p>No Content Words →</p>	<p>Basic Content Words (familiar, used with high frequency)</p> <p>story, sentence, add, square, claim, hundreds place, whole, half, force, heat, light, electricity, gravity, cause, result, consequence, government, law, Constitution, federal, citizens</p>	→
Context (C)	<p>Familiar Context & Immediate Setting (home and school)</p> <p>family, class, schedule, media center, lunch, recess, counting objects, kitchen, weather, basic body parts, gravity on everyday objects</p> <p>* no context provided</p>	<p>Familiar Context & Extended Setting (community)</p> <p>town library/museum, grocery store, volunteering, Florida related animals/facts, Florida history and laws</p>	<p>Unfamiliar Context & Extended Setting (global community)</p> <p>animals/facts beyond FL (US/other countries), life cycle, respiratory system, environmental/global issues, internal functions of organs</p> <p>United States history and laws</p>