



# Florida Alternate Assessment

— PERFORMANCE TASK —

## Test Administration Manual

2024–25



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# INTRODUCTION

## Purpose of the Florida Alternate Assessment Program

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be included in each state's system of accountability and that students with disabilities have access to the general curriculum. The Every Student Succeeds Act (ESSA), which replaced the No Child Left Behind Act (NCLB), also speaks to the inclusion of all children in a state's accountability system by requiring states to report student achievement for all students as well as for specific groups of students (e.g., students with disabilities, students for whom English is a second language) in disaggregated categories. These federal laws reflect an ongoing concern about equity. All students should be academically challenged and taught to high standards. The involvement of all students in the educational accountability system provides a means of measuring progress toward that goal.

To provide an option for the participation of all students in the state's accountability system, including those for whom participation in the general statewide assessment is not appropriate, even with accommodations, Florida developed the Florida Alternate Assessment (FAA) program. The FAA is fully aligned to Florida's alternate academic achievement standards (AAAS), otherwise known as Access Points. Access Points reflect the key concepts of the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English language arts and mathematics, and Florida's statewide standards for science and social studies at reduced levels of complexity. They ensure access to the essence or core intent of the standards that apply to all students in the same grade. For more information about the Access Points, visit the Curriculum Planning and Learning Management System (CPALMS) [website](#).

## COURSE INSTRUCTION AND PARTICIPATION IN STATEWIDE, STANDARDIZED ASSESSMENT

Individual educational plan (IEP) teams are responsible for determining whether students with disabilities will be instructed in the general standards or Access Points, and, subsequently, assessed through the administration of the general statewide, standardized assessment (with or without accommodations) or the statewide alternate assessment aligned to the Access Points, based on criteria outlined in Rule 6A-1.0943(5), Florida Administrative Code (F.A.C.).

### Checklist for Course and Assessment Participation

The IEP team should consider the student’s present level of educational performance in reference to Florida’s academic achievement standards. The IEP team should also be knowledgeable of the guidelines and the use of appropriate testing accommodations. To facilitate informed and equitable decision-making, IEP teams should consider the following eligibility and exclusionary criteria when determining the appropriate course of instruction and assessment.

For a student **to be eligible** to be instructed in Access Points and participate in the FAA program, the following criteria must be met.

Eligibility Criteria	Currently on Access Points	Currently on General Standards
The student must receive exceptional student education (ESE) services as identified through a current IEP and be enrolled in the appropriate and aligned courses using alternate achievement standards for two (2) consecutive full-time equivalent reporting periods prior to the assessment. <i>6A-1.0943(5)(c)1., F.A.C.</i>	✓	✓
Even after documented evidence of exhausting all appropriate and allowable instructional accommodations, the student requires modifications to the general education curriculum standards. <i>6A-1.0943(5)(c)4., F.A.C.</i>	✓	✓
Even after documented evidence of accessing a variety of supplementary instructional materials, the student requires modifications to the general education curriculum standards. <i>6A-1.0943(5)(c)5., F.A.C.</i>	✓	✓

<p>Even with documented evidence of the provision and use of assistive technology, the student requires modifications to the general education curriculum standards. <i>6A-1.0943(5)(c)6., F.A.C.</i></p>	✓	✓
<p>The assessment instrument used to measure the student’s global level of cognitive functioning was selected to limit the adverse impact of already identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities, and distractibility). <i>6A-1.0943(5)(c)10, F.A.C.</i></p>	✓	✓
<p>The student has a most significant cognitive disability, which means a global cognitive impairment that adversely impacts multiple areas of functional across many settings and is a result of a congenital, acquired, or traumatic brain injury or syndrome and is verified by <b>either</b>:</p> <ol style="list-style-type: none"> <li>1. A statistically significant below average global cognitive score that falls within the 1st percentile rank (i.e., a standard, full-scale score of 67 or under; <b>or</b></li> <li>2. In the extraordinary circumstances when a global full-scale intelligence score is unattainable, a school district-determined procedure that has been approved by FDOE in the district’s ESE Policies and Procedures.</li> </ol> <p><i>6A-1.0943(1)(f) and (5)(c)11., F.A.C.</i></p>	✓	✓
<p>The student must be receiving specially designed instruction, which provides unique instruction and intervention supports, that is determined, designed, and delivered through a team approach, ensuring access to core instruction through the adaptation of content, methodology, or delivery of instruction and is exhibiting very limited to no progress in the general education curriculum standards. <i>6A-1.0943(5)(c)2., F.A.C.</i></p>	NA	✓
<p>The student must be receiving support through systematic, explicit, and interactive small-group instruction focused on foundational skills in addition to instruction in the general education curriculum standards. <i>6A-1.0943(5)(c)3, F.A.C.</i></p>	NA	✓
<p>Even with direct instruction in all core academic areas (i.e., English language arts, mathematics, social studies, and science), the student is exhibiting limited or no progress on the general education curriculum standards and requires modifications. <i>6A-1.0943(5)(c)7, F.A.C.</i></p>	NA	✓

Unless the student is a transfer student, the student must have been available and present for grade-level general education curriculum standards instruction for at least 70 percent of the school year prior to the assessment. <i>6A-1.0943(5)(c)8, F.A.C.</i>	NA	✓
Unless the student is a transfer student, the student must have been instructed by a certified teacher for at least 80 percent of the school year prior to the assessment. <i>6A-1.0943(5)(c)9, F.A.C.</i>	NA	✓

A student is **not** eligible to be instructed in Access Points and participate in the FAA program if any of the following is true.

Exclusionary Criteria	Currently on Access Points	Currently on General Standards
The student is identified as a student with a specific learning disability or as gifted. <i>6A-1.0943(5)(d)1, F.A.C.</i>	X	X
The student is identified only as a student eligible for services as a student who is deaf or hard of hearing or has a visual impairment, a dual sensory impairment, an emotional or behavioral disability, a language impairment, a speech impairment, or an orthopedic impairment. <i>6A-1.0943(5)(d)2, F.A.C.</i>	X	X
The student scored a level 2 or above on a previous statewide, general education curriculum standardized assessment administered pursuant to Sections 1008.22(3)(a) and (b), F.S., unless there is medical documentation that the student experienced a traumatic brain injury or other health-related complication subsequent to the administration of that assessment that led to the student having the most significantly below-average global cognitive impairment. <i>6A-1.0943(5)(d)3, F.A.C.</i>	X	X

When an IEP team determines that participation in the FAA program is necessary for a student to receive free appropriate public education, the following requirements **must be met**.

Notice and Consent Requirements	Currently on Access Points	Currently on General Standards
<p>The provisions regarding parental consent in Rule 6A-6.0331(10), F.A.C. must be followed. The district may not administer a statewide standardized alternate assessment and provide instruction in the state standards Access Points curriculum without written informed consent of the parent unless the school district documents reasonable efforts to obtain the parent’s consent and the student’s parent has failed to respond, or the school district obtains approval through a due process hearing. The district shall obtain written parental consent on the Parental Consent Form – Instruction in Access Points—Alternate Academic Achievement Standards (AP-AAAS) and Administration of the Statewide, Standardized Alternate Assessment, Form 313181.</p> <p><i>6A-1.0943(5)(b) and 6A-6.0331(10), F.A.C.</i></p>	✓	✓

If the IEP team places an “X” in any of the eligibility criteria or a “✓” in any of the exclusionary criteria, then the student should be instructed in the general standards and participate in the general statewide, standardized assessment (with or without accommodations).

If the IEP team determines that all the applicable statements under eligibility criteria and none of the statements under exclusionary criteria accurately characterize a student’s current educational situation, then the student should be enrolled in access courses and participate in the FAA program to provide meaningful evaluation of the student’s current academic achievement.

**Parental Consent Form**

In accordance with Rule 6A-6.0331(10)(b), F.A.C., if the decision of the IEP team is that the student will be instructed in Access Points and participate in the FAA program, the parents and/or guardians of the student must give signed consent to have their child instructed in and assessed on Access Points. This decision must be documented on the Parental Consent Form: Instruction in Access Points – Alternate Academic Achievement Standards (AP-AAAS) and Administration of the Statewide, Standardized Alternate Assessment available at Florida Administrative Code and Florida Administrative Register [website](#). If the parents fail to respond after reasonable efforts by the school district to obtain consent, the school district may provide instruction in Access Points and the student may participate in the FAA program. The IEP should include a statement of why the student cannot participate in the general assessment and why the alternate assessment is appropriate.

Once the IEP team determines that a student will be instructed in Access Points and participate in the FAA program, the next step is to determine the method by which the student will be assessed—via the Performance Task or the Datafolio. The IEP team should begin by considering the student’s present level of performance and communication mode.

### **1. FAA—Performance Task**

The FAA—Performance Task is designed to provide tiered participation within the assessment for students working on Access Points at various levels of complexity. Each item set is built with three levels of cognitive demand, with Task 1 representing the least complex tasks and Task 3 representing the most complex tasks. This tiered progression provides students the opportunity to work to their fullest potential and allows for a greater range of access and challenge.

### **2. FAA—Datafolio**

The FAA—Datafolio is designed to support students with the most significant cognitive disabilities who typically do not have a formal mode of communication and are working at pre-academic levels. The FAA—Datafolio is designed to show student progress on a continuum of access toward academic content rather than mastery of academic content. Student progress is shown through reduced levels of assistance (LOAs) and increased accuracy.

For students being assessed via the FAA—Datafolio, teachers submit student evidence across three collection periods throughout the school year. The activity choices are teacher developed from typical classroom activities/tasks that are aligned to Access Point standards.

Student evidence from all three collection periods is submitted by the teacher via an online system and independently scored to determine the student’s progress.



## FAA—PERFORMANCE TASK 2024–25 TESTING SCHEDULE

Elementary and Middle School (Grades 3–8) and Civics End-of-Course Testing Schedule	
Alternate Assessment Materials in Districts	February 10–14, 2025
Student Testing Window	February 24–April 11, 2025
Additional Order Window in TIDE	February 10–April 4, 2025
Student Responses Entered into the Data Entry Interface (DEI)	No later than 11:59 p.m. (ET) on April 11, 2025
Return of Test Materials to Pearson	No later than May 16, 2025

High School (ELA 1 and 2) and Algebra 1, Geometry, Biology 1, and U.S. History End-of-Course Testing Schedule	
Alternate Assessment Materials in Districts	February 24–28, 2025 or March 3–7, 2025
Student Testing Window	March 10–April 25, 2025
Additional Order Window in TIDE	March 3–April 18, 2025
Student Responses Entered into the DEI	No later than 11:59 p.m. (ET) on April 25, 2025
Return of Test Materials to Pearson	No later than May 16, 2025

ELA 2 and Algebra 1 Fall Makeup Testing Schedule	
Student Testing Window	September 22–October 10, 2025
Student Responses Entered into the DEI	No later than 11:59 p.m. (ET) on October 24, 2025
Return of Test Materials to Pearson	No later than October 31, 2025

## FAA—PERFORMANCE TASK 2024–25 TRAINING AND RESOURCES SCHEDULE

Training and Administration Support Document Resources Posted to the <a href="#">FAA Portal</a>	
<i>FAA—Performance Task Test Administration Manual (TAM)</i> PDF	August 2024
Printed <i>TAM</i>	August 2024
FAA—Performance Task Administration Training Modules	January 2025
Module 4: FAA—Performance Task DEI Training for Teachers	January 2025
Administration Support Documents <ul style="list-style-type: none"> <li>• Topic and General Vocabulary List</li> <li>• Object Exchange List</li> <li>• List of Cards and/or Strips and Teacher-Gathered Materials</li> </ul>	February 2025

## ADMINISTRATION PROCEDURES OVERVIEW

### Who Should Administer the FAA—Performance Task?

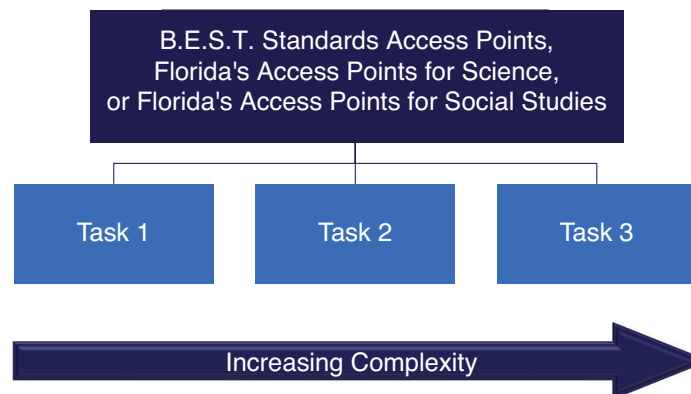
The student's teacher should administer the assessment. If this is not possible, the assessment administrator must be a certified teacher or other licensed professional who has worked extensively with the student and is trained in the administration procedures.

### Where Should the FAA—Performance Task Be Administered?

The FAA—Performance Task should be administered individually to a student in a quiet location free from distractions. Visual instructional materials and aids must be out of the student's sight, unless access is specified for a specific item.

### Overview of the FAA—Performance Task Design

The FAA—Performance Task's design is based on the broad range of knowledge, skills, and abilities (KSAs) of students with significant cognitive disabilities. The test design provides tiered participation within the assessment for students working at various levels of complexity. FAA—Performance Task items are designed to be administered as item sets. Each item set includes three tasks that address the Access Point at increasing levels of complexity. All students begin an item set at the Task 1 level and continue to work through each level of complexity until they answer a question incorrectly or complete the item set through the Task 3 level. A scaffolding structure is in place at the Task 1 level only. Scaffolding is the process of reducing the response options if the student is unable to respond accurately.



The 2024–25 FAA—Performance Task Writing design assesses a student’s ability to compose a writing product in response to text. The writing prompts include the following two levels of cognitive demand:

- The less complex writing prompt includes a series of four selected-response questions in response 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, supporting details, and a conclusion.
- The more complex writing prompt includes an open-response format where the student is guided through a series of scripted prompts to create a written product utilizing his or her primary mode of communication.

## 2024–25 FAA—PERFORMANCE TASK GRADE LEVELS AND CONTENT AREAS ASSESSED

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

- ELA access courses are assessed in grades 3–10, with a writing component included for grades 4–10 only. Grade 9 students should take the ELA 1 assessment, and grade 10 students should take the ELA 2 assessment.
- Math access courses are assessed in grades 3–8.
- Science access courses are assessed in grades 5 and 8.
- Algebra 1, Geometry, Biology 1, and U.S. History access courses are assessed in high school upon completion of the course.
- The Civics access course will be assessed in grade 7 or upon completion of the course.

Standards selected for the FAA—Performance Task directly align to standards introduced in each corresponding grade level/content area access course.

The 2024–25 FAA—Performance Task test blueprints are available for all grades and content areas on the [FAA Portal](#).

## ASSESSMENT COMPONENTS

The components of the FAA—Performance Task are identified below to provide an overview of the assessment and an introduction to terminology used to describe the assessment’s structure.

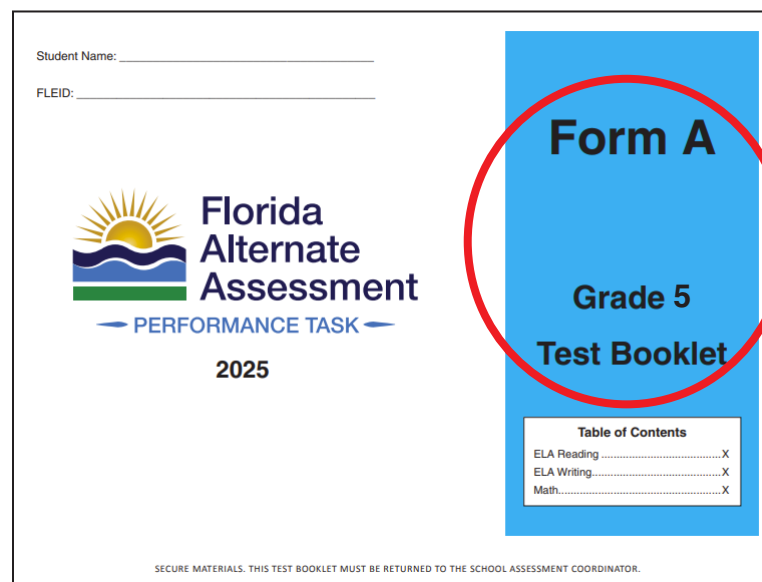
- Test booklet
- Response booklet
- Passage booklet
- Cards packet and/or strips packet

**NOTE:** All student-facing components (i.e., response booklet, passage booklet, and the cards packet and/or strips packet) are available in accommodated versions. Please see [Accommodations and Criteria For Use](#).

For the Spring 2025 FAA—Performance Task, each school will receive up to two forms per grade. The form will be clearly labeled on the covers of all test components. When you receive your materials, ensure that all components are labeled with the same form.


**NOTE:** There is only one form for the 2025 Fall Makeup FAA—Performance Task administration of Algebra 1 and ELA 2.

Grade Level/ Content Area	Number of Forms
Civics Geometry	2
Grades 3, 4, 5, 6, 7, and 8 ELA 1 (Grade 9) ELA 2 (Grade 10) Algebra 1 Biology 1 U.S. History	3



## Test Booklet

Student Name: \_\_\_\_\_  
FLEID: \_\_\_\_\_



**Form A**

**Grade 5**  
**Test Booklet**

Table of Contents	
ELA Reading .....	X
ELA Writing.....	X
Math.....	X

SECURE MATERIALS. THIS TEST BOOKLET MUST BE RETURNED TO THE SCHOOL ASSESSMENT COORDINATOR.

Florida Alternate Assessment  
Grade 5 English Language Arts

Content Standards Addressed  
Sessions 1 and 2

B.E.S.T. Standards		
<b>Reading: Prose and Poetry</b> ELA.5.R.1.AP.1	<b>Reading: Informational Text</b> ELA.5.R.2.AP.2	<b>Reading: Across Genres and Vocabulary</b> ELA.5.R.3.AP.2a ELA.5.V.1.AP.3

Teacher-Gathered Materials

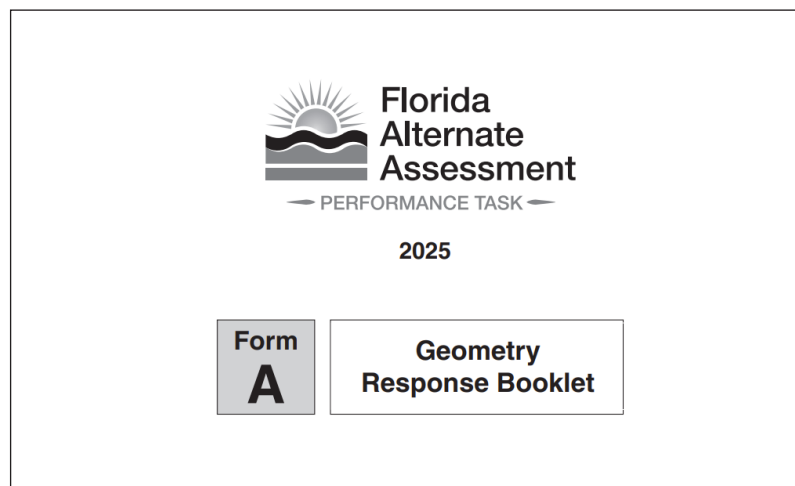
None
------

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 read aloud to the student
- the response that the teacher should expect from the student and a location to record the student response

## Response Booklet



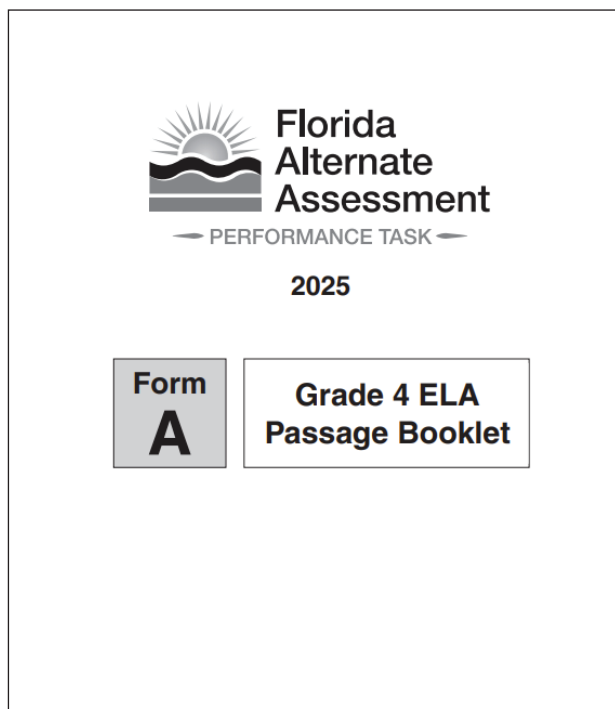
Response booklets are provided for all content areas.

Response booklets are legal-sized (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. Pages are numbered with the grade, content area, session number, item number, and level of complexity (task number) in the lower right-hand corner (e.g., Grade 3 Math Session 2 Item 1 — Task 3).



## Passage Booklet

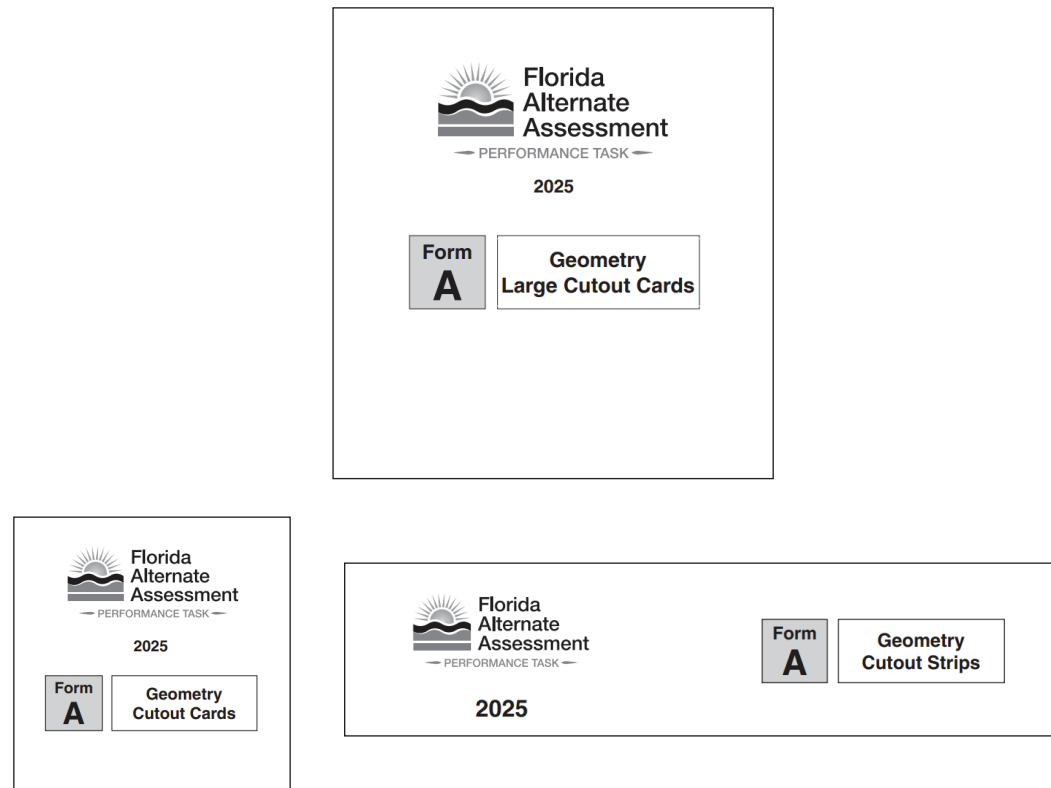


All passages are included in a passage booklet for ELA, including items used to assess writing in response to text. Below each passage graphic is a short caption that describes the picture. This caption is VI alternative text, which should be read only to students with visual impairments.

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. For paired passages, the graphics may be formatted as large cutout cards that the teacher is instructed to place above each corresponding passage.

Passages must be read aloud by the teacher, **even if the student is an independent reader**, unless the directions instruct the teacher not to read or sign the text to the student.

## Cards Packets and/or Strips Packets



Most stimulus and response materials for all content areas are included in the response booklet; however, a minimal number of tasks have cards and/or strips that will arrive precut and organized. For such tasks, please refer to the List of Cards and/or Strips and Teacher-Gathered Materials on the [FAA Portal](#) (to be provided separately by February 2025).

The back of each card and strip will indicate the grade, content area, session number, item number, and level of complexity (Task 1, Task 2, and/or Task 3) for which it will be used.

## TEST SECURITY

The security of all test materials must be maintained before, during, and after test administration. A security number is used to account for each secure document. Security checklists are provided to the school sites to track these secure documents.

**Under no circumstances are students permitted to handle secure materials before or after test administration.**

Although test booklets and auxiliary materials are considered secure materials, teachers may have access to all FAA—Performance Task components prior to administration to become familiar with, and organize, the materials. However, these materials must be checked out and returned to the school’s secure area each day. Test materials should never remain in classrooms or be taken out of the building overnight.

A complete description of all test security policies and procedures can be found in the [Spring 2025 FAA—Performance Task Procedural Manual](#), available on the FAA Portal.

## ITEM SET DESIGN AND WALK-THROUGH

Each content area will include a minimum of 19 item sets. ELA (with the exception of grade 3) will include two writing prompts in addition to the 19 item sets. Within each item set are three discrete tasks varying in complexity. On the following pages, we will review the different components of a task in the FAA—Performance Task.

We will first review the structure of a task as presented in ELA, math, science, and social studies. The structure of Writing item sets will be different and will be reviewed in the [Writing](#) section.

# Sample Item Table

## Session 1 Item 1

**B.E.S.T. Standards Access Point:** Using visual models, compare fractions less than one with different numerators and different denominators. Denominators limited to 2, 3, 4, 6, 8 or 10.

**Task 1**

**Materials**

**Response Booklet: page 3**

**Stimulus number/picture card:**

- $\frac{1}{6}$  (a picture of one circle divided into six equal parts with one part shaded gray)

**Number/picture cards:**

- $\frac{1}{6}$  (a picture of one circle divided into six equal parts with one part shaded gray)
- $\frac{1}{8}$  (a picture of one rectangle divided into eight equal parts with one part shaded gray)
- $\frac{1}{1}$  (a picture of one star shaded gray)

**Teacher Script**

*Here is the fraction one-sixth and its model. The numerator is the number on the top of the fraction. It represents the number of equal parts that are shaded. The denominator is the number below the fraction bar. It represents the number of equal parts of the whole.*

**Student**

(A)  $\frac{1}{6}$   
 (B)  $\frac{1}{8}$   
 (C)  $\frac{1}{1}$   
 (D) No Response

**STOP!** If the student responds correctly without scaffolding, administer Task 2.

**Task 2**

**Materials**

**Response Booklet: page 5**

**Stimulus number/picture card:**

- $\frac{1}{2}$  (a picture of a circle divided into two equal parts with one part shaded gray)

**Stimulus picture card:**

- eighths model (a picture of a circle divided into eight equal parts)

**Number/picture cards:**

- 0 (a picture of a circle divided into four equal parts)
- 1 (a picture of a circle divided into eight equal parts with one part shaded gray)

**Teacher Script**

*Here is the fraction one-half and its model. Point to the stimulus number/picture card. Here is a model for a fraction with the denominator of eight. Point to the stimulus picture card.*

**Student**

(A) 0  
 (B) 1  
 (C)  $\frac{4}{8}$   
 (D) No Response

**STOP!** If the student responds correctly, administer Task 3. If the student responds incorrectly, administer Task 2.

**Task 3**

**Materials**

**Response Booklet: page 7**

**Stimulus number/picture cards:**

- $\frac{4}{6}$  (a picture of a circle divided into six equal parts with four parts shaded gray)
- $\frac{2}{3}$  (a picture of a circle divided into three equal parts with two parts shaded gray)

**Equation strips:**

- $\frac{4}{6} = \frac{2}{3}$
- $\frac{4}{6} > \frac{2}{3}$
- $\frac{4}{6} < \frac{2}{3}$

**Teacher Script**

*Here is the fraction four-sixths and its model. Point to the first stimulus number/picture card. Here is the fraction two-thirds and its model. Point to the second stimulus number/picture card.*

*Which number sentence correctly compares four-sixths and two-thirds?*

Read the equation strips to the student.

**Student Response**

(A)  $\frac{4}{6} = \frac{2}{3}$   
 (B)  $\frac{4}{6} > \frac{2}{3}$   
 (C)  $\frac{4}{6} < \frac{2}{3}$   
 (D) No Response

Each item table contains three tasks: Task 1, Task 2, and Task 3. Each task is on a separate page and contains a “Materials” row, a “Teacher Script” row, and a “Student Response” row. The tasks increase in complexity within each item set.

## Task Components

The session number, item set number, and the Access Point being assessed are indicated.

### Session 1 Item 1

<b>B.E.S.T. Standards Access Point:</b> Compare and contrast important details from primary and secondary sources on the same topic.		
<b>Task 1</b>		
<b>Materials</b>		
<b>Response Booklet:</b> page 3	<b>Stimulus sentence/picture strips:</b> <ul style="list-style-type: none"> <li>Annie and her brothers were immigrants who traveled from Ireland to Ellis Island.</li> <li>Immigrants came to Ellis Island because they wanted to live in America.</li> </ul>	<b>Sentence/picture strips:</b> <ul style="list-style-type: none"> <li>immigrants who traveled to Ellis Island</li> <li>highway exits throughout the U.S.</li> <li>how to answer cell phone calls</li> </ul>
<b>Teacher Script</b>		
<b>Here are two pictures of Ellis Island with sentences.</b> Read the stimulus sentence/picture strips to the student.		<b>Which detail is discussed in <i>both</i> of the sentences?</b> Read the sentence/picture strips to the student.
<b>Student Response</b>		
<input checked="" type="radio"/> A immigrants who traveled to Ellis Island <input type="radio"/> B highway exits throughout the U.S. <input type="radio"/> C how to answer cell phone calls <input type="radio"/> D No Response	<b>Scaffolded Response (when applicable)</b> <input checked="" type="radio"/> A immigrants who traveled to Ellis Island <input type="radio"/> B highway exits throughout the U.S. <input type="radio"/> C how to answer cell phone calls <input type="radio"/> D No Response	
<b>STOP</b> If the student responds correctly without scaffolding, administer Task 2. If the student responds incorrectly, scaffold and move to the next item set.		

The "Materials" row indicates the components to present with each task, including the stimulus and response options. The page number in the response booklet and passage booklet (if applicable) are also provided.

The "Teacher Script" row consists of clear directions for administering each item and scripts that are read aloud to the student. Boldfaced, italicized text should be read aloud to the student. Italicized text enclosed in parentheses is embedded alternative text. This text should be read to students with visual impairments **and** students who may benefit from having a verbal description of a graphic. Directions for the teacher are presented in plain text. These directions should not be read aloud to the student.

Session-specific administration procedures are indicated beneath the "Student Response" row of Task 1 and Task 2 in Session 1 and Session 2.

The "Student Response" row is used to record the student's response. A black border indicates the correct answer(s).

This section is **ONLY** used for recording the student's second response if Task 1 is presented with scaffolding.

## Materials Row

*Text enclosed in parentheses in the “Materials” row must only be read aloud to students with visual impairments.*

Materials		
<b>Response Booklet: page 3</b> <b>Stimulus equation strip:</b> <ul style="list-style-type: none"> <li><math>A = lw</math></li> </ul>	<b>Stimulus number/picture card:</b> <ul style="list-style-type: none"> <li>rectangle (rectangle with a height of 3 and a length of 5)</li> </ul>	<b>Equation strips:</b> <ul style="list-style-type: none"> <li><math>A = 5 + 3</math></li> <li><math>A = 5 \times 3</math></li> <li><math>A = 27 \div 3</math></li> </ul>

**NOTE:** Cards and strips are grouped by type in the “Materials” row and then listed in the order in which they are to be presented to the student.

- All materials needed to administer a task will be listed in the “Materials” row.
- The majority of response options will be found in the response booklet and will be indicated in the “Materials” row. The corresponding page number of the response booklet will be indicated in the “Materials” row.
- Some items require the student to manipulate the response options, which are therefore provided as cutouts. This will be indicated in the “Materials” row. Follow the [directions](#) for laying out cards and strips in the same order in which they appear in the row.
- The passage booklet contains most passage graphics and all passages. For paired passages, the passage graphics may be presented as large cutout cards. This will be indicated in the “Materials” row.
- Any teacher-gathered materials required for a task will be identified in the “Materials” row **and** on the “Content Standards” page.
- VI alternative text intended to be read **only** to students with visual impairments will be enclosed in parentheses in the “Materials” row (see example at the top of this page).
- Accommodations for materials are outlined in the [Accommodations and Criteria For Use](#) section. Students **must** meet certain criteria to use accommodated materials.

## Teacher Script Row

Teacher Script	
<p><b><i>Here is a graph of a parabola.</i></b> Point to the stimulus picture card. <i>(The x-axis and y-axis both begin at negative five and increase to five by units of one. There are points at (negative four, one), (negative three point seven five, zero), (negative two, negative three), (negative point two five, zero), and (one, zero).)</i></p>	<p><b><i>What is the equation of the graph of the parabola?</i></b> Read the equation strips to the student.</p>

- Even if the student is an independent reader, the teacher must read aloud the card/strip as indicated in the “Teacher Script” row, unless the directions indicate that the card/strip should not be read aloud.
- It is important that the teacher reads the task script, which is presented in ***boldfaced italics*** in the “Teacher Script” row, exactly as it is written.
- Italicized text enclosed in parentheses within the “Teacher Script” row is embedded alternative text (see example at the top of this page). This text is meant to facilitate the presentation of tables, charts, graphs, and diagrams. Unlike VI alt text located in the “Materials” row, embedded alternative text should be read to students with visual impairments **and** students who may benefit from having a verbal description of a graphic. Embedded alternative text describes details of a graphic that a sighted student will see.
- Directions for the teacher are presented in plain text (neither ***boldfaced*** nor italicized) in the “Teacher Script” row (e.g., point to the . . . , read the number cards . . . ). These directions should not be read aloud to the student.
- When presenting the task to the student (as indicated in the “Teacher Script” row), direct the student’s attention to the cards/strips (e.g., point to the cards, run your hand along the bottom of the cards, or hand-over-hand along the cards).



## Student Response Row

Task 1 example  
with “Scaffolded  
Response” section

Student Response	
<input checked="" type="radio"/> A immigrants who traveled to Ellis Island <input type="radio"/> B highway exits throughout the U.S. <input type="radio"/> C how to answer cell phone calls <input type="radio"/> D No Response	<b>Scaffolded Response (when applicable)</b> <input checked="" type="radio"/> A immigrants who traveled to Ellis Island <input type="radio"/> B highway exits throughout the U.S. <input type="radio"/> C how to answer cell phone calls <input type="radio"/> D No Response
<b>STOP!</b> If the student responds correctly without scaffolding, administer Task 2. If the student responds incorrectly, scaffold and move to the next item set.	

Task 2 example

Student Response
<input type="radio"/> A Only one passage tells about boating on St. John’s River. <input type="radio"/> B Only one passage tells about working at the immigration station. <input checked="" type="radio"/> C Only one passage tells about the first person to arrive on Ellis Island. <input type="radio"/> D No Response
<b>STOP!</b> If the student responds correctly, administer Task 3. If the student responds incorrectly, move to the next item set.

- The correct answer or answers will be indicated with a black border.
- The teacher should indicate the student response by filling in the bubble that corresponds with the student’s answer. **It is important to record student responses as each task is administered.**
- The teacher must read all response options to the student, even if the student answers the question before all response options have been read.
- Task 1 is **only** scaffolded if the student responds incorrectly or if the student does not provide a response. Use the left section in the “Student Response” row to record the student’s first attempt and use the “Scaffolded Response” section to record the student’s second attempt. If the student responds correctly on the first attempt of Task 1, leave the “Scaffolded Response” section blank.
- Session-specific administration procedures are indicated beneath the “Student Response” row of Task 1 and Task 2 in Session 1 and Session 2.
- All tasks will include a “No Response” option. The teacher must follow the [Repeating the Teacher Script](#) instructions provided. The “wait time” is determined by the student’s typical response time during daily instruction and will vary per student.

On occasion, a student may supply an answer that is not offered as a response option in the “Student Response” row. If this occurs, the teacher should use allowable redirection strategies, outlined in the [Redirection Strategies](#) section, to direct the student’s attention to the response options. If this is unsuccessful, the teacher will indicate “No Response” in the test booklet.

- Some tasks may require the student to select **two** responses. In these instances, both correct answers are indicated with a black border in the “Student Response” row. Teachers should record both of the student’s responses. If the student selects only one answer, only *that* answer should be indicated. It is allowable for teachers to cue students to complete the answer; for example:

*“That’s one sentence. Now you need to give me one more.”*

Example:

Student Response	
<input checked="" type="checkbox"/> A	because the tree grows pinecones
<input type="checkbox"/> B	because the tree bark changes color
<input type="checkbox"/> C	because the tree grows very tall
<input checked="" type="checkbox"/> D	because the tree needs sandy dirt to grow well
<input type="checkbox"/> E	No Response

- Some tasks may require the student to sort, match, or sequence response options. In these instances, the correct response will be described in the “Student Response” row. The teacher will then record whether the student responded correctly, incorrectly, or provided no response.

Example:

Student Response
Indicate: Similarities
• Ellis Island is in New York. • Immigrants traveled long distances to come to America.
Differences
• The station official gave the first person a gold coin. • Immigrants were examined by a doctor before being admitted.
Ⓐ <input checked="" type="checkbox"/> Correct
Ⓑ <input type="checkbox"/> Incorrect
Ⓒ <input type="checkbox"/> No Response
To achieve a score of “correct,” student must correctly sort all four sentences into each group.

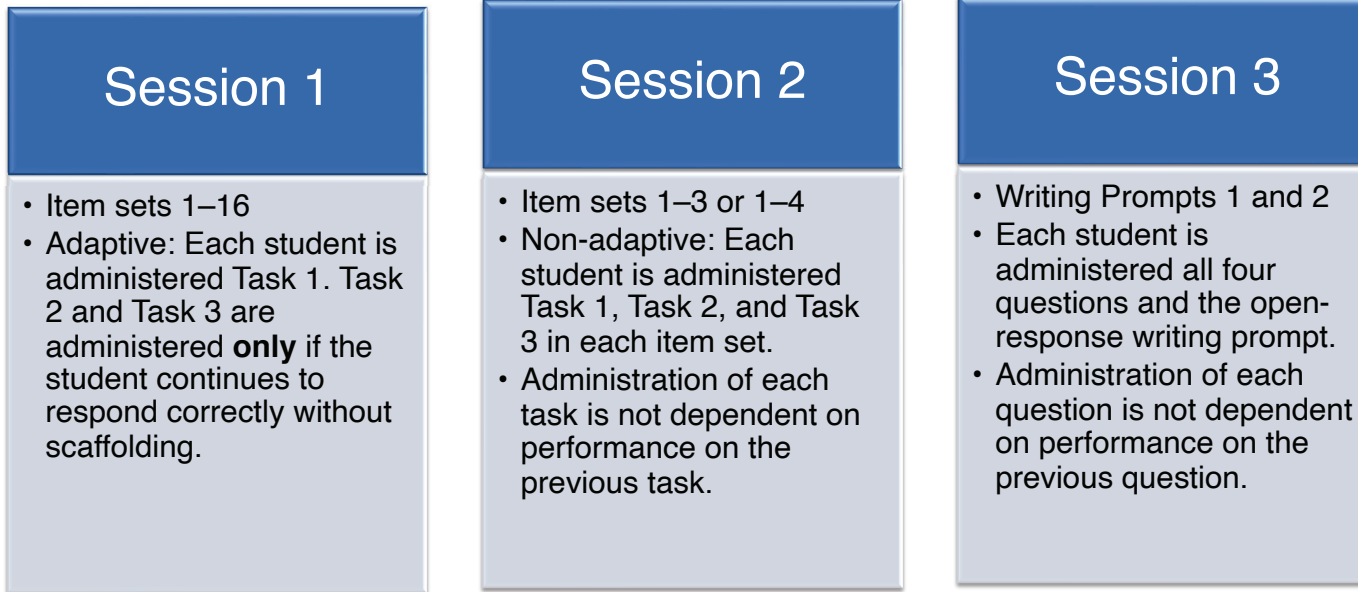
*The correct response is described for the teacher in the “Student Response” row.*

How a student indicates a response will vary per student and should be consistent with the response modes utilized during daily instruction. Some examples of acceptable response modes include:

- o pointing to or touching a response
  - o saying or verbalizing a response
  - o signing a response
  - o looking or gazing at a response
  - o using a switch to identify a response
- Accept any response mode the student utilizes to indicate a response. For example, if the student touches a card, then the touch should be considered the student’s response. On the next task, if the student verbalizes a selection, the verbalization should be considered the student’s response.
  - If a student selects more than one response option, the teacher should seek clarification. The teacher should instruct the student to choose one answer. If the student selects multiple answers again, the teacher should record the first selection.
  - The correct answer is indicated with a black border and provided in the “Student Response” row; therefore, it is important for the test booklet to be positioned outside of the student’s direct line of sight.

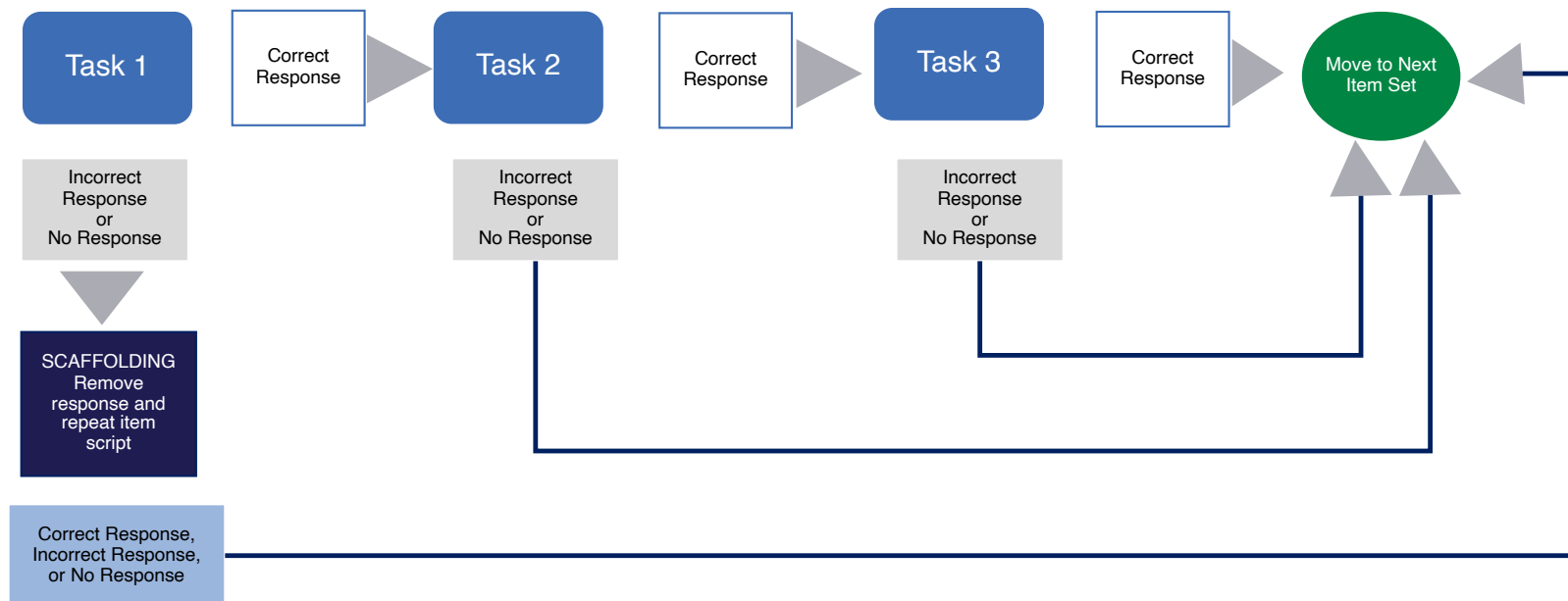
# ASSESSMENT ADMINISTRATION

The 2024–25 FAA—Performance Task will be separated into the following sessions based on administration procedures: Session 1, Session 2, and Session 3 (for Writing only). **Each session will require the teacher to follow different administration procedures.** The next section of this manual will describe the procedures in detail.



## Session 1 Administration

The item sets in Session 1 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 that address the Access Point at increasing 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. Scaffolding procedures at the Task 1 level will be discussed in detail in the [Scaffolding at the Task 1 Level](#) section.



The preceding flowchart depicts the Session 1 administration process.

Each student starts at Task 1. A student who responds correctly moves on to Task 2. A student who responds incorrectly at Task 1 will be readministered the task with scaffolding (See [Scaffolding at the Task 1 Level](#) for more information on scaffolding procedures.). After the task is readministered with scaffolding, the student then moves on to the next item set.

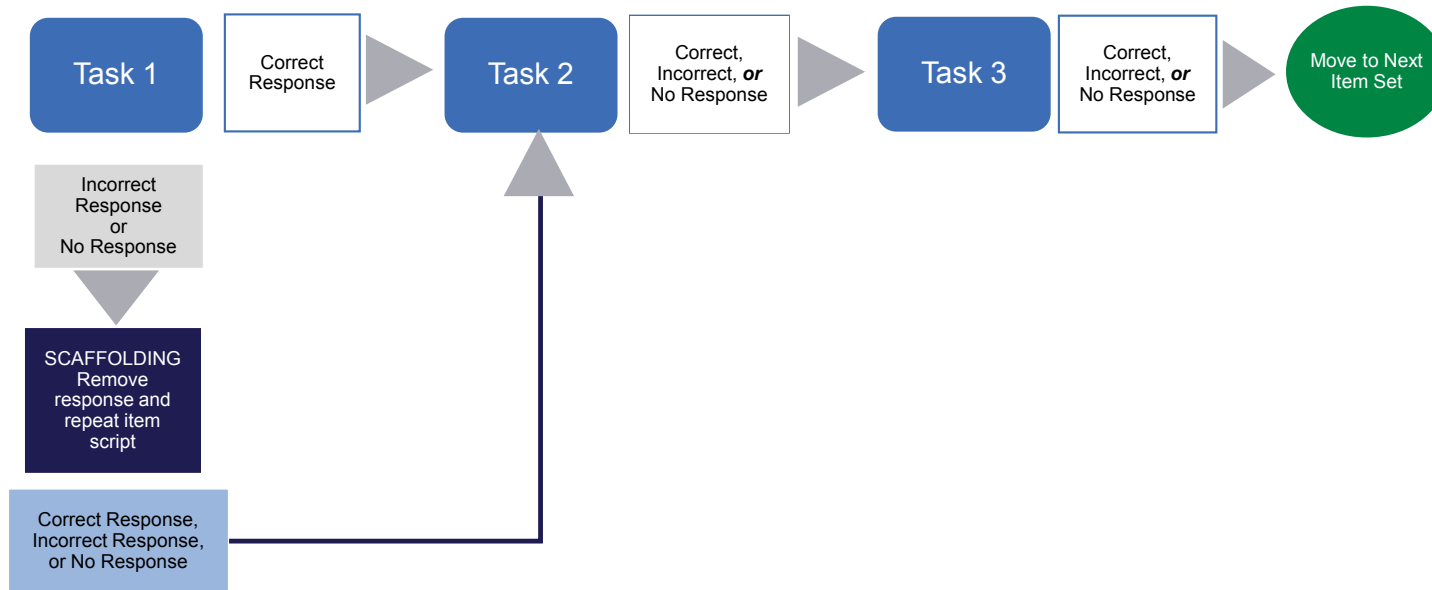
Each student who responds correctly at the Task 2 level moves on to the Task 3 level. A student who responds incorrectly or provides no response at the Task 2 level will move on to the next item set.

Following the administration of Task 3, regardless of whether the student responds correctly, incorrectly, or with no response, he or she will move on to the next item set.

Session 1 administration allows the student to move up through the item set as tasks increase in difficulty as long as he or she is able to respond accurately and independently.

## Session 2 Administration

The item sets in Session 2 will be administered in a nonadaptive format—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.**



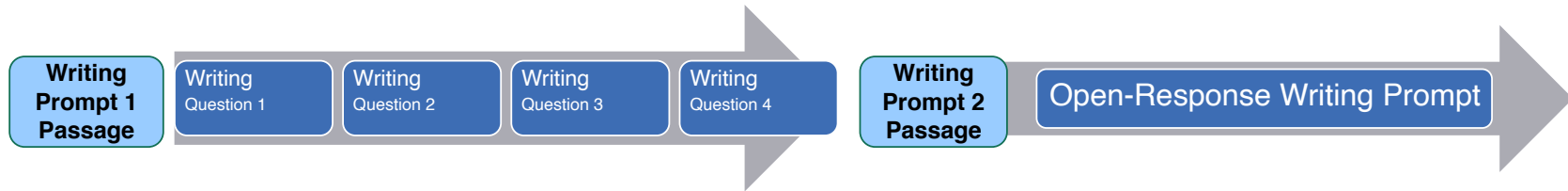
The preceding flowchart depicts the Session 2 administration process. Each student starts at Task 1, then moves on to Task 2 and Task 3 regardless of whether he or she responded correctly, incorrectly, or with no response. Scaffolding procedures apply at Task 1 for Session 2 administration. See [Scaffolding at the Task 1 Level](#) for more information.

**NOTE:** All grades and content areas include three item sets in Session 2, with the exception of Civics and U.S. History, which will have four item sets.



## Session 3 Administration

Session 3 will include Writing content only. **Teachers will administer both Writing Prompts 1 and 2 to all students.**



The preceding flowchart depicts the Session 3 administration process. There are two distinct parts:

1. **Writing Prompt 1** consists of four selected-response questions in response to text. These questions are not written to increase in complexity from low to high. The series of selected-response questions is intended to lead a student to a full writing product; for example, the student will identify the topic, supporting details, and a conclusion.
2. **Writing Prompt 2** is an open-response format where the student is guided through a series of scripted prompts to create a written product utilizing his or her primary mode of communication. For example, the student may verbalize a response, write a response, or use pictures to compose a response, etc. A writing template is provided as a support to help the student respond.

Only after the student has completed Writing Prompt 1 can the teacher then direct the student to Writing Prompt 2 to administer the open-response writing prompt.

See the [Writing](#) section for more information on administration and components.

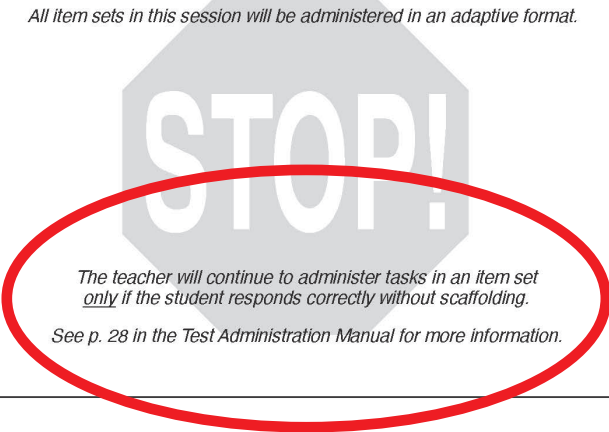
Session-specific administration procedures will be indicated at the beginning of each session in the test booklet:

**ELA Reading**

**Session 1**

**Session 1 Administration Procedures**

*All item sets in this session 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.*

*See p. 28 in the Test Administration Manual for more information.*

Grades 9-10 ELA Reading      THIS TEST BOOKLET MUST BE RETURNED TO THE SCHOOL ASSESSMENT COORDINATOR.      Page 3

## Sequence of Administration

### Grades 3–8

- Teachers may use their discretion to determine the order of content areas administered based on what is best for the student. For example, a teacher may choose to administer math before ELA.

**NOTE: Only** the order in which a content area is administered may be flexible. Sessions (Session 1, Session 2, and Session 3) within each content area must be administered sequentially, as they are presented in the test booklet.

### ELA 1 and 2, Algebra 1, Geometry, Biology 1, Civics, and U.S. History

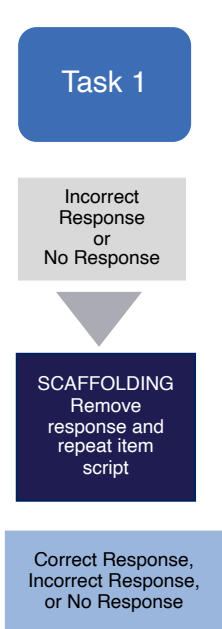
- High school and end-of-course (EOC) assessments will be administered on an individualized basis depending on the student's course enrollment. It is important to administer the sessions as indicated in the test booklets. Teachers may use discretion to determine the administration order of each high school EOC assessment. For example, a teacher may choose to administer Geometry first, then Biology 1.

# ADMINISTRATION PROCEDURES

## Scaffolding at the Task 1 Level

The FAA—Performance Task is built on the idea 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 incorrect response options. This scaffolding process must be used systematically within each assessment item for Session 1 and Session 2.



### Scaffolding Procedure:

- If a student is unable to complete the Task 1 question accurately, scaffolding will be administered by covering or removing one incorrect response option.
- The student’s incorrect response is the option that is covered or removed, leaving two remaining options. If the student exhibits no response, then the first incorrect option in the “Materials” row will be removed.
- The task is then presented to the student again with only two options.
- If scaffolding is necessary, make sure that the incorrect option is covered with a piece of paper or removed. Do not use your hand to cover the incorrect option.
- **Scaffolding is administered in Session 1 and Session 2 only. It is not utilized in Session 3 (Writing).**

Student Response	
(A) tissue	<b>Scaffolded Response (when applicable)</b>
(B) flower	(A) tissue
(C) basket	(B) flower
(D) No Response	(C) basket
	(D) No Response

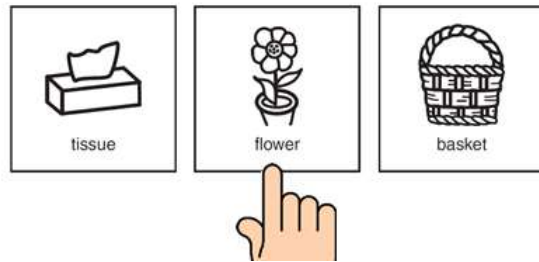
How do I know if an item is to be scaffolded?

- All items requiring scaffolding will contain a “Scaffolded Response” section in the “Student Response” row.



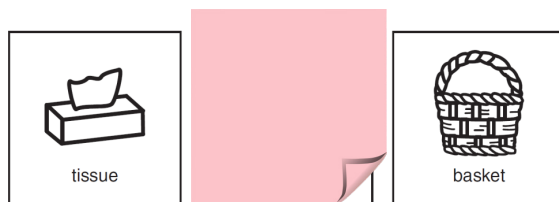
### Scaffolding Example A—Student responds incorrectly at Task 1.

The teacher says, “What is used to carry things?” In this example, the student selects the incorrect option “flower.” The teacher will then bubble in “flower” in the “Student Response” row.



Student Response	
<input type="radio"/> A tissue	<b>Scaffolded Response (when applicable)</b>
<input checked="" type="radio"/> B flower	<input type="radio"/> A tissue
<input type="radio"/> C basket	<input type="radio"/> B flower
<input type="radio"/> D No Response	<input checked="" type="radio"/> C basket
	<input type="radio"/> D No Response

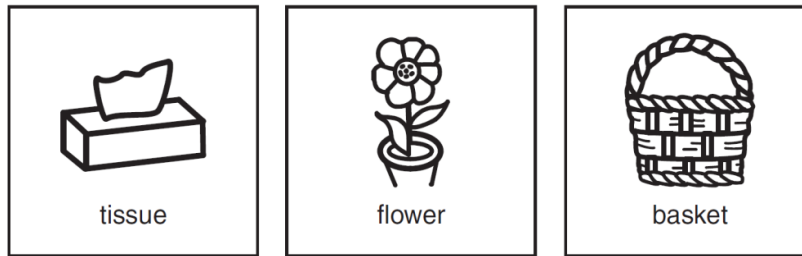
The selected incorrect option “flower” is covered or removed. The teacher will repeat the script with the remaining two options. The teacher will then bubble in the student’s second response in the “Scaffolded Response” section.



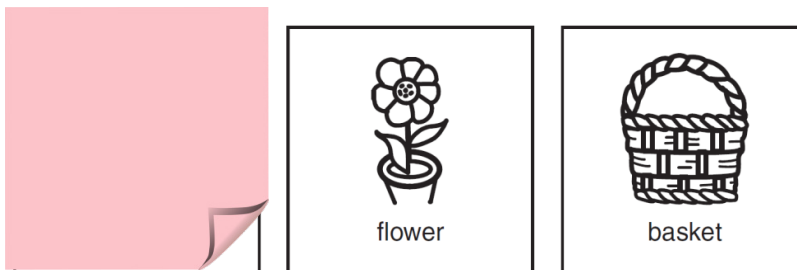
Student Response	
<input type="radio"/> A tissue	<b>Scaffolded Response (when applicable)</b>
<input checked="" type="radio"/> B flower	<input type="radio"/> A tissue
<input type="radio"/> C basket	<input type="radio"/> B flower
<input type="radio"/> D No Response	<input checked="" type="radio"/> C basket
	<input type="radio"/> D No Response

**Scaffolding Example B—Student does not respond at Task 1.**

The teacher says, “What is used to carry things?” In this example, the student does not respond within the predetermined interval even after the teacher repeats the script twice. The teacher will then bubble in “No Response” in the “Student Response” row.



The first incorrect option in the “Materials” row, “tissue,” will be covered or removed during scaffolding. The teacher will repeat the script with the remaining two options. The teacher will then bubble in the student’s second response in the “Scaffolded Response” section.



## Reading the Teacher Script

It is imperative that the teacher follow the script in the “Teacher Script” row verbatim. The teacher should read only the task script (***boldfaced, italicized*** wording) to the student. For students with visual impairments **and** students who may benefit from having a verbal description of a graphic, teachers should also read the embedded alternative text (*italicized* wording enclosed in parentheses). Directions for the teacher are presented in plain text (neither ***boldfaced*** nor *italicized*) in the “Teacher Script” row (e.g., point to the . . ., read the number cards . . .). These directions should not be read aloud to the student.

When reading the script, it is very important to pay close attention to underlined text in the “Teacher Script” row. Underlined words may provide specific instructions for test administration, especially when assessing fluency, or may indicate an emphasis in the directions.

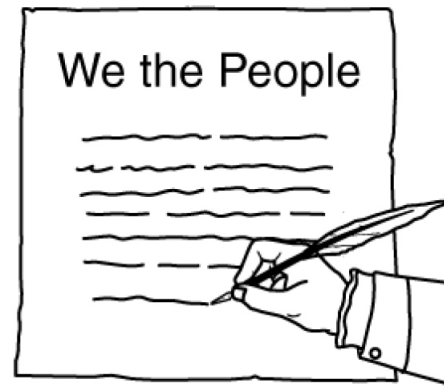
Examples include:

Do not read or sign the word cards to the student.

Do not read or sign the sentence strips to the student.

## Reading the Text in Graphics

If a graphic includes text, this text should be read aloud to the student. For example, the teacher should read “We the people” aloud to the student in the graphic on the right.



## When Should Pointing Be Used?

The teacher may use pointing to draw the student’s attention to components of the assessment. Pointing should **not** indicate the correct answer.

- The teacher should point to parts of a chart, table, graph, or diagram as they are read aloud to the student (e.g., the teacher will point to the title of a graph as the title is read aloud to the student). It is up to the teacher’s discretion to determine how much pointing or physical movement is required to direct the student’s attention to the areas or features that are being read.
- On some occasions, the direction to “Point to . . .” is specifically stated in the “Teacher Script” row. For example, when there is more than one stimulus graphic presented to the student, the teacher will be directed to point to specific graphics as the task script is read aloud.

### Teacher Script

***Here is the fraction one-half and its model.*** Point to the stimulus number/picture card. ***Here is a model for a fraction with the denominator of eight.*** Point to the stimulus picture card.

***How many equal parts of the circle would need to be shaded to show one-half?***

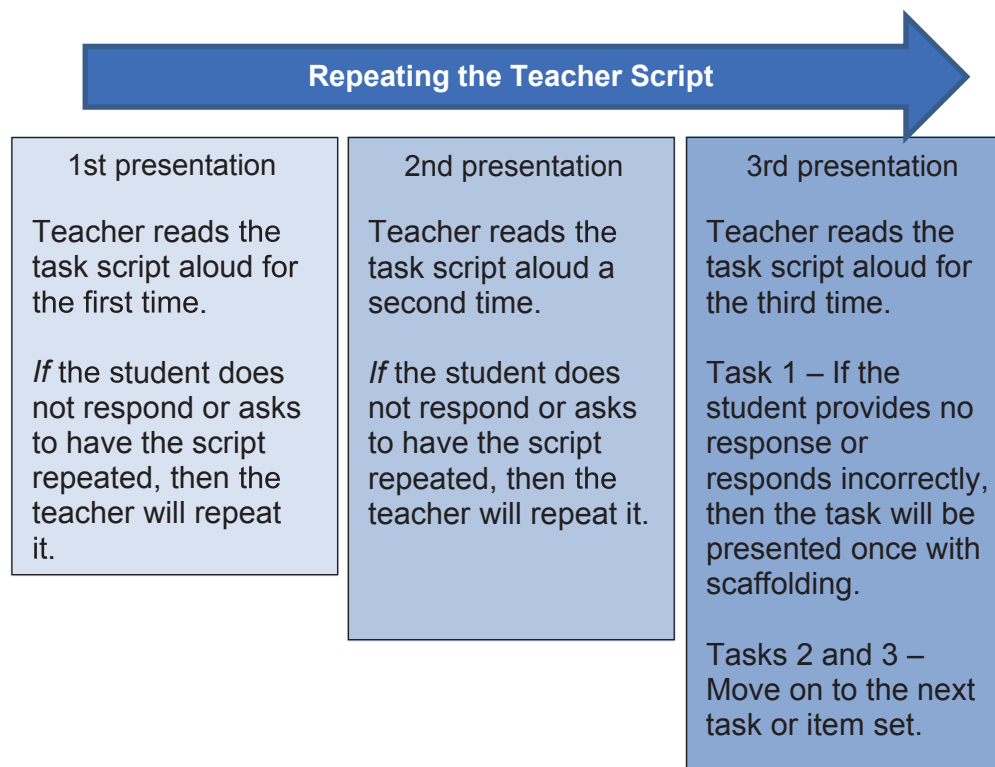
Read the number/picture cards to the student.



## Repeating the Teacher Script

Follow the administration directions. Read the task script (***boldfaced, italicized*** wording) to the student and, if appropriate, include the embedded alternative text (*italicized* wording enclosed in parentheses).

- Allow wait time for the student to respond. Wait time may vary from student to student.
- If the student does not respond after the predetermined wait period, or if the student requests, repeat the task script and wait for the student to respond.
- The task script can be repeated up to two times. See the diagram below.
- For ELA tasks: The passage should not be repeated with the script. The passage may be repeated, however, upon student request.



At the Task 1 level only: If the student does not respond after the task script is read aloud for the third time, follow the scaffolding process by covering up or removing an incorrect answer and repeating the script once with scaffolding.

## Redirection Strategies

A student may need a verbal or nonverbal cue to begin a task or to refocus on a task. If these strategies are used during daily instruction, then the teacher may provide them on the FAA—Performance Task.

Redirection strategies may be used if:

1. They are consistent with the cues used during daily instruction.
2. They are for redirection and refocusing only; they should **not** cue the correct answer to the student.

Examples of different forms of cues to help redirect or refocus a student:

- Repeat directions, rules, or the task script when needed to help the student get back on track. The teacher script can be repeated up to two times, for a total of three times.
- Provide nonverbal refocusing to reengage the student with the task. Nonverbal cues may consist of, but are not limited to, lightly tapping on the work surface, pointing to assessment components, or attempting to establish eye contact. Pairing verbal and nonverbal cues can be highly effective.
- Provide minimal physical cuing, such as lightly touching a student’s hand, to refocus back to the task. Minimal physical cuing should not control the student’s movements.

Some items require the student to provide more than one response. It is allowable for teachers to cue students to complete the answer; for example:

*“That’s one sentence. Now you need to give me one more.”*

## Reinforcement and Encouragement

Reinforcement to encourage the student to keep working is allowed, as long as it occurs without indicating whether the student’s response is correct or incorrect. Teachers should use methods that are consistent with a student’s daily instruction.

- Examples of verbal encouragement may include the following:
  - *“I like the way you are working.”*
  - *“You are focusing so nicely.”*

**NOTE:** Teachers should be mindful of tone of voice and facial expressions while administering the assessment and provide the same type of feedback regardless of whether the student responds correctly or incorrectly.

## Cutout Cards and Strips

Cutout cards and strips should be placed on the work surface in the exact order in which they are presented in the “Materials” row. The stimulus cutout card or strip should be placed in direct view of the student. The response cutout cards and/or strips listed in the “Materials” row should be placed going from left to right, top to bottom, or clockwise for corner placements in front of the student. Below are three different presentations for laying out cutout cards and strips with three response options.

Sample “Materials” row:

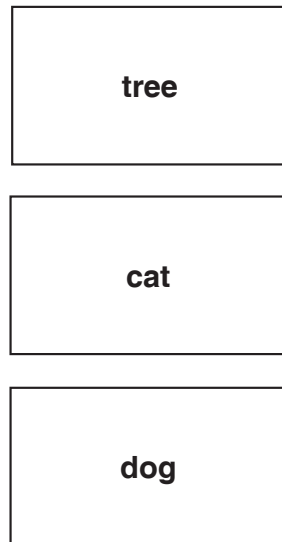
### Cutout word cards:

- tree
- cat
- dog

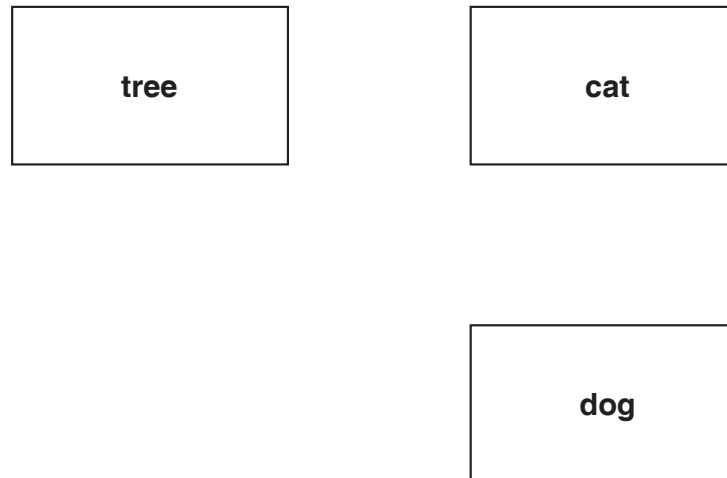
OPTION 1



OPTION 2



OPTION 3



Below is the presentation for laying out cutout cards and strips with four response options. The options must be placed in the same order (left to right) as listed in the “Materials” row.

Sample “Materials” row:

**Cutout word cards:**

- short
- tall
- funny
- happy

**short**

**tall**

**funny**

**happy**

## Teacher-Gathered Materials

Teachers will sometimes need to provide materials, such as rulers, calculators, or generic counters, in order for a student to answer a question. Any teacher-gathered materials required for a task will be listed below the heading “Teacher-gathered” in the “Materials” row of the test booklet, as well as on the first page of the content area. These materials are also identified in the List of Cards and/or Strips and Teacher-Gathered Materials, an administration support document which will be posted on the [FAA Portal](#) by February 2025.

When a task requires teacher-gathered materials, the response booklet will have a blank page with the notation:

**This page has been intentionally left blank.  
Please use teacher-gathered materials; they  
may be placed on this blank page.**

The materials may be placed on the blank page of the response booklet or on the work surface. It is important that the materials are within the student’s view. If they need to be manipulated by the student, they must be within the student’s reach.

## CONTENT-SPECIFIC INSTRUCTIONS

### Social Studies

On some occasions in Civics and U.S. History, there will be a small amount of text introducing a chart (see example below). The teacher script will indicate:

*“Read the introductory text on the stimulus word/picture card to the student. Then point to each part of the stimulus word/picture card as it is described to the student.”*

The history of Ybor City spans from 1886 to the present. The chart shows how the city has changed in the past 150 years.

**Ybor City Late 1880s to the 1980s**

Year	Event
Late 1880s	First cigar factory built
1920s	More factories opened in Ybor City
1930s	People bought fewer cigars; number of cigar factories decreased; people moved away from Ybor City to find jobs
1980s	Tourists came to enjoy the newly opened restaurants in Ybor City; new jobs created

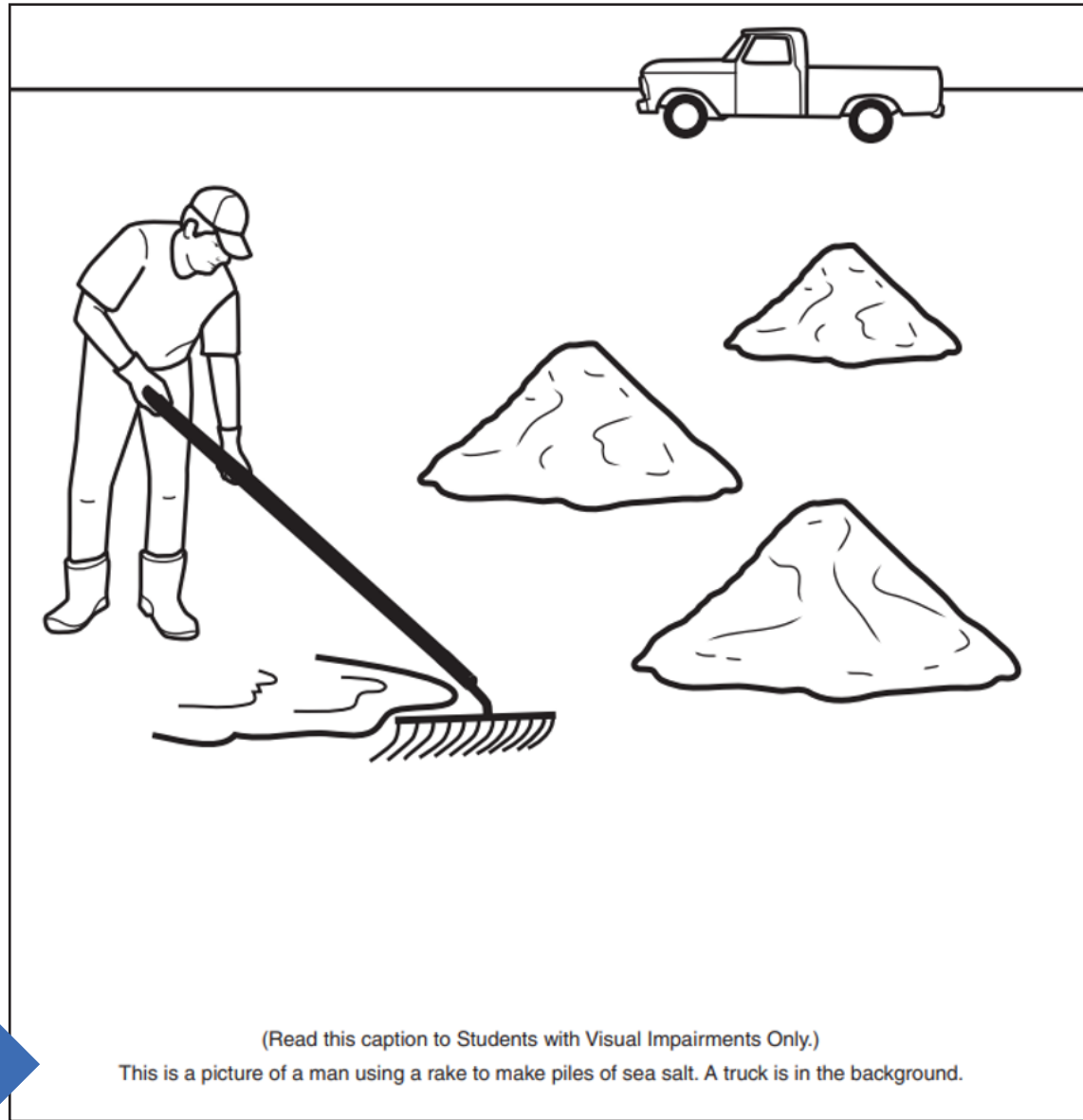
### Math

- Calculators, number lines, generic counters (e.g., counters, base-ten cubes), scratch paper, multiplication tables, and pencils may be set out on the work surface for the student to use for any math task **if** the student uses them during daily instruction.
- At the end of each task, the teacher should say to the student, *“You may use the \_\_\_\_\_ to help you answer the question.”*
- Some items specifically require the use of these tools. When a calculator, number line, and/or generic counters are required, they are designated in the “Materials” row as teacher-gathered. All students must be offered the tool to assist them in solving the problem.

## ELA

- All passages must be read aloud by the teacher, even if the student is an independent reader, unless directions instruct the teacher not to read or sign the text to the student. Follow the directions in the “Teacher Script” row when reading the passage to the student:
  - The specified passage must be read each time the directions indicate to do so.
  - If the directions do not indicate to read the passage to the student, the passage may not be read in that part of the item set.
  - Some tasks require only a portion of the passage to be read. The paragraphs are numbered to facilitate administration.
  - Note: If the teacher script must be repeated for the student, the passage should not be repeated as part of the script. The passage may be repeated, however, upon student request. The teacher must follow the [Repeating the Teacher Script](#) instructions provided.
- Passages and passage graphics are provided in the passage booklet.
  - Passage graphics are on the left page of the open booklet and the related passage is on the right page. The passage booklet should be placed on the work surface before reading the passage. The booklet should be placed close enough to the student so that the student has access to view the passage graphic and passage as the teacher reads. Keep the booklet open to the passage until all tasks for that passage have been administered. In some cases, tasks that utilize paired passages will be laid out differently in the passage booklet. Text for each passage will appear side by side in the passage booklet, and the corresponding passage graphics will be presented as large cutout cards that will be placed directly above each respective passage.

- Below the passage graphic is a short caption that describes the picture. This caption should be read only to students with visual impairments. Read the title of the passage before reading the picture caption.



Alternative text



## Fluency

Some ELA items may require the student to independently read letters, words, or passages. If so, the teacher will be instructed not to read aloud the words and/or sentences to the student in the “Teacher Script” row with underlined instructions.

Students with a visual impairment who use braille during daily instruction must use the braille version of test materials to show understanding of decoding skills for fluency items. Refer to the [Accommodations and Criteria For Use](#) section regarding accommodations for students with visual impairments.

Below is an example of how a fluency task is presented to a student who is deaf/hard-of-hearing.

When a teacher is asked to read a word to the student, the teacher will sign the word, but not finger spell the word, to the student. The student can then select the word or finger spell the word.

### Example of a Fluency Item Involving Identifying Words Read Aloud

**Materials**

Word cards:  
not  
pop  
six

**Access Point**

The student will read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.

**Teacher Script**

***Which word is “six”?*** (Use the sign for the number six.)

Do not read or sign the word cards to the student.

**Student Response**

Student will indicate six either by pointing to the option or finger spelling s-i-x.

## Spelling

When assessing spelling, there may be a stimulus sentence strip with a misspelled word within the sentence. The sentence should be read to the student with the misspelled word being pronounced as if it were spelled correctly.

## Homophones and Synonyms

When administering tasks that include homophones (words that sound alike but are spelled differently) to students with visual impairments, spell the homophone each time after it is pronounced.

When administering tasks that include synonyms (words with identical or similar meanings) to students who are deaf/hard-of-hearing and who also use sign language as their primary mode of communication, teachers may be instructed to finger spell words.

## Writing

The Writing design is intended to assess a student’s ability to compose a writing product in response to text. The writing prompts will include two levels of complexity:

**Writing Prompt 1** consists of four selected-response questions in response to text. These questions are not written to increase in complexity from low to high. The series of selected-response questions is intended to lead a student to a full writing product; for example, the student will identify the topic, supporting details, and a conclusion:

Question 1

- Identify the topic/claim.

Questions 2 and 3

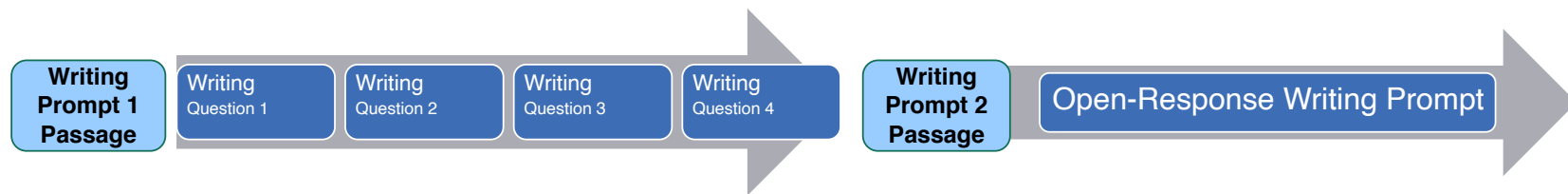
- Identify details/evidence to support the topic/claim using domain-specific vocabulary.
- Logically organize the ideas, linking ideas correctly with appropriate transitions.

Question 4

- Identify a conclusion.

**Writing Prompt 2** is an open-response format where the student is guided through a series of scripted prompts to create a written product utilizing his or her primary mode of communication. For example, the student may verbalize a response, write a response, or use pictures or word cards to compose a response, etc. Students are not required to write their response if that is not their primary mode of communication. A writing template will be provided to help the student respond.

All students will follow the administration sequence presented in the flowchart below:



It is important to read the correct passage(s) for each writing prompt. The questions are directly aligned to the information the student receives from the corresponding passage(s).

### Writing Prompt 1: Selected Response

- The selected-response questions are structured in a similar format to tasks in Sessions 1 and 2 with a “Materials” row, a “Teacher Script” row, and a “Student Response” row.
- The B.E.S.T. Standards Access Points being assessed will be identified for each question.
- All four questions must be administered to the student.
- There is no scaffolding procedure for Writing.
- Passages are located in the ELA passage booklet, and response options are located in the ELA response booklet.

*The B.E.S.T. Standards Access Points being assessed are indicated for questions 1–4.*

<b>Question 1</b> Write a claim about a topic using evidence from a source with transitions.	
<b>Materials</b>	
Response Booklet: page 3 Passage Booklet: page 3 <ul style="list-style-type: none"> <li>• Learning about Deserts and Beaches</li> </ul>	<b>Word/picture cards:</b> <ul style="list-style-type: none"> <li>• deserts and beaches (a picture of a lizard in a sandy desert with rocks and cactus plants and a picture of a lizard on a sandy beach with seashells and water behind it)</li> <li>• marbles and coins (a picture of a marble and a dime)</li> <li>• buses and cars (a picture of a school bus and a car)</li> </ul>
<b>Teacher Script</b>	
<i>You are going to write an essay about deserts and beaches. You will use information from this passage to write your essay.</i> Read the title and first sentence to the student.	<i>The subject that an author chooses to write about is called the topic. What group of words tells what your essay will be about?</i> Read the word/picture cards to the student.
<b>Student Response</b>	
(A) <input checked="" type="radio"/> deserts and beaches (B) <input type="radio"/> marbles and coins (C) <input type="radio"/> buses and cars (D) <input type="radio"/> No Response	
STOP! Administer Question 2 to all students.	

## Writing Prompt 2: Open Response

- Passages are located in the ELA passage booklet, and the student response templates are located in the ELA test booklet.
- The open-response prompt requires students to create a writing product in response to text. A series of questions is presented to the student in a standardized, scripted sequence of steps.
- Each student will be administered one open-response writing prompt.
- At most grade levels, the student will be guided through a passage and will be asked to respond **using information from the passage**. For expository writing at grades 8–10 only, the student will be guided through two sources and will be asked to respond **using information from a specific source**.
- The “Materials” row refers to the appropriate passage page number and passage title.
- The student will use the student response template to compose a writing product utilizing his or her primary mode of communication. In some cases, a student may require a scribe to record his or her response on the student response template. For more information, refer to the [Scribing Protocol for Open-Response Writing Prompt](#) section, which includes examples of how scribing can be used to capture the responses of students whose primary mode of communication is verbal, gestural, sign language, or AAC device/system.
- A student may use a computer-based program like Notepad or Google Docs to generate his or her response, as long as it is something the student uses during daily instruction. The computer-based program must not allow for the use of predictive text. If the student is using a program that is internet-based, the student will need to be monitored closely to ensure that he or she is not accessing any other resources.
- At some grade levels, the student will be provided sentence starters as a means of facilitating a response.

## Writing Type and Skills Addressed

This table indicates the type of writing and the components the student will be asked to compose in his or her writing product.

Type	Student Response Includes
Expository	<ul style="list-style-type: none"><li>• Title</li><li>• Introduction</li><li>• Details from the Passage that Support the Topic</li><li>• Conclusion</li></ul>
Argumentative	<ul style="list-style-type: none"><li>• Title</li><li>• Introduction</li><li>• Details from the Passage that Support the Argument</li><li>• Conclusion</li></ul>
Narrative	<ul style="list-style-type: none"><li>• Title</li><li>• Beginning</li><li>• Middle</li><li>• Ending</li></ul>

## Open-Response Components

### Session 3 Writing Prompt 2

#### Writing Prompt

Write an expository text to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions and a tone appropriate to the task.

#### Materials

##### Passage Booklet: page 4

- A Small Garden

##### Stimulus Materials:

- Cutout Student Response Template (located in the back of this booklet)

##### Stimulus large cutout cards:

- garden illustration
- fact sheet

#### Open Response Teacher Script

Place the first stimulus large cutout card above the passage and the second stimulus large cutout card on the work surface.

***You are going to write an essay about small gardens. You will include a title, an introduction, supporting details, and a conclusion.***

***You will use information from the passage and the fact sheet to write your essay.***

Read the passage and the fact sheet to the student.

***Here is the title of the passage.***

Point to and read the title to the student.

***You will write your own title for your essay about small gardens.***

***What new title will you use for your essay?***

Point to section 1 in the student response template.

- All materials needed to administer Writing Prompt 2 will be listed in the “Materials” row.
- The “Teacher Script” row provides the teacher with a script and instructions to guide the student through the process of creating a writing product.

- It is important that the teacher read the task script (presented in ***boldfaced italics***) in the “Teacher Script” row exactly as it is written.
- The “Teacher Script” row indicates which part of the passage is read aloud to the student.
- The “Teacher Script” row also indicates which section to point to within the student response template.



## Student Response Template

Student Name: \_\_\_\_\_ FLEID#: \_\_\_\_\_

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. The first detail is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. The second detail is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Each open-response writing prompt will include a student response template. This template is located in the back of the test booklet. Spaces for the student’s name and FLEID are located on the front of the template. Write the student’s name and FLEID on the correct lines on the template **prior** to the administration of Session 3. The teacher **must** cut the template out of the test booklet prior to administration.

- Each section of the student response template is numbered.
- Students will be guided systematically through the sections of the student response template. For example, elementary-age students will be asked to first develop a title and then an introduction.
- The teacher will present the sections in the template in the same order in which they are indicated in the teacher script.
- If the student does not respond, the teacher will indicate “No Response” on the corresponding section of the template.
- All responses **must** be written in English. Completing the open-response writing prompt in any other language will adversely affect the student’s score.

The teacher may present the student response template in an electronic format (i.e., computer, tablet) if:

- the teacher types the sentence starters exactly as they appear on the student response template, and
- the student uses this mode of responding during daily instruction.

***IMPORTANT: The student response template is a secure document. Once the student response is printed, the teacher must delete all electronic versions from the district-provided device or computer. Use of personal recording devices (e.g., cell phone, tablet, camera, and digital recorders) to capture a student’s writing product is strictly prohibited. Student evidence may be recorded using only district-provided equipment (e.g., scanner, tablet, and laptop) and submitted through a secure data upload process.***



## Open-Response Writing Prompt Administration Resources and Preparation Prior to Assessment Window

### 1. Topic and General Vocabulary List

The Topic and General Vocabulary List will include two topics per grade and a list of recommended vocabulary words. Teachers are encouraged to introduce words that deal with the provided topics into the student’s vocabulary.

#### Allowable Preparation

- Introduce words that deal with the provided topics into the student’s vocabulary.
- Prepare these words in a mode of communication that is appropriate to the student. For example, if the student uses an alternative communication device or Picture Exchange Communication System (PECS), add the new words and symbols to the device or as picture-selection options.
- Provide students with activities during daily instruction that deal with the open-response topics. For example, if the topic is animals at night, explore books, websites, and other media dealing with nocturnal animals.
- Provide the student with the quantity of words typically presented in a field during daily instruction and sufficient to respond to the writing prompt. Include key terms in the number of instances required to respond to the prompt.

#### Non-Allowable Preparation

- Preparing cards/strips that contain composed phrases or full sentences as a response is not allowed. This does not match the intent of the open-response writing prompt in which the student independently composes a response.

### 2. Practice Open-Response Writing Prompts

Practice open-response writing prompts are available on the FAA Portal and in the printed practice kits. Teachers should administer the practice open-response writing prompts to students in order to best prepare for the 2025 administration.

The following resources are available for teachers on the [FAA Portal](#):

- Vocabulary lists to use with each practice open-response writing prompt. Teachers are encouraged to use the provided practice vocabulary lists to determine the best format/mode of presentation for the vocabulary prior to the 2025 administration.
- A PDF version of a blank student response template that may be printed as often as needed.

- Sample scoring rubrics for use with each of the practice open-response writing prompts. These rubrics will provide teachers with specific scoring criteria and expectations for each component of Writing Prompt 2. The rubrics can also be found in [Appendix C](#).

### During Assessment Window: Grade-Specific Vocabulary List

The Grade-Specific Vocabulary List will be included in the back of the student’s test booklet. This page must remain in the test booklet; it cannot be removed or photocopied. Teacher-created materials based on this list **must** be returned with the other secure testing materials once testing is complete. This list will include 20–50 vocabulary words that can be made accessible to the student **during** the administration of the open-response writing prompt. The teacher should present the recommended vocabulary in the format (i.e., words, pictures, and symbols) that is most familiar to the student. Grade-Specific Vocabulary Lists are provided to ensure that all students have access to the vocabulary that will give them an opportunity to compose a response. The intention is **not** to pre-teach this provided vocabulary.

The teacher should consider what mode the student uses to respond during daily instruction.

**NOTE:** To ensure that each student has the opportunity to develop an appropriate response in each section of the student response template, teachers may need to provide multiple instances of key vocabulary words based on a student’s mode of communication. This is particularly important if a student requires cutout word and/or picture cards, shorter word banks, or AT devices that eliminate a word once it is chosen. Providing only a single instance of key vocabulary words during administration could limit a student’s ability to compose responses and adversely impact their score.

## Grade-Specific Vocabulary List

This Grade-Specific Vocabulary List includes vocabulary words that can be made accessible to the student during administration of Practice Test Writing Prompt 2. The teacher should present the recommended vocabulary in the format (i.e., words, pictures, symbols) that is most familiar to the student. See page 58 in the *Test Administration Manual* for more information.

### Grade 8: Video Games Can Exercise the Brain

Nouns/Pronouns		Verbs		Adjectives/Adverbs/ Descriptors/Conjunctions
invaders	players	watch	build	race
aliens	team	run	solve	math
life	jobs	find	develop	harmful
video games	brain	drive	play	useful
gold	benefits	help	teach	true
coins	others	think	claim	right
problem-solving	experts	learn	talk	good
map	memory	subtract	share	fun
structures	creativity	know	win	
puzzle	skills	need	work	
		read	exercise	

## Open-Response Writing Prompt Vocabulary Guidelines

Use these open-response writing prompt vocabulary guidelines when preparing for administration of the open-response writing prompt.

Open-Response Writing Prompt Vocabulary Guidelines	
<p>1. The presentation is consistent with what the student uses to respond during daily instruction.</p>	<p>The quantity and complexity of words/pictures/symbols presented should be consistent with what the student utilizes during daily instruction.</p> <ul style="list-style-type: none"> <li>• Does the student compose writing products using a word bank? If so, how many words are typically presented in a field during daily instruction?</li> <li>• Does the student compose a writing product using words/pictures/symbols? If so, how many words are typically presented in a field during daily instruction?</li> </ul>
<p>2. The presentation allows the student to compose a response in a mode consistent with the mode used during daily instruction.</p>	<p>The student should use the communication mode/system with which he or she is most competent and that provides the most accessibility to create a writing product. Allow the student to select the word/picture/symbol using the same communication mode that is used during daily instruction (e.g., speaking, signing, voice output device, pointing, or eye gaze).</p>
<p>3. The presentation allows the student to compose a product.</p>	<p>The presentation must allow the student to compose an idea or thought. To ensure that all students have this opportunity, a sufficient number of words/pictures/symbols must be presented in a field for each question.</p> <p>There are no restrictions on the maximum number of options provided in the field, although a minimum of three options is recommended. <b>At least two</b> options are mandatory in order to allow for the composition of an incorrect response. <a href="#">Example 1</a> displays a communication board with 15 options.</p> <ul style="list-style-type: none"> <li>• In order for some students to “compose” a product, the teacher may present multiple opportunities for the student to select words/pictures/symbols. In <a href="#">Example 3</a>, the student may first select “play” from one field and then may select “video games” from a second field. The student may then select “exercise” from a third field and then may select “brain” from a fourth field. The student has composed the response “play video games exercise brain.”</li> <li>• Provide the student with the same quantity of words typically presented in a field during daily instruction in order to allow for an appropriate response to the writing prompt.</li> <li>• Preparing vocabulary in full-sentence format is not allowed.</li> <li>• To ensure that each student has the opportunity to develop an appropriate response in each section of the student response template, teachers may need to provide multiple instances of key vocabulary words, if necessary, based on a student’s mode of communication.</li> </ul>

## Open-Response Writing Prompt Vocabulary Guidelines

- |  |  |
|--|--|
| 4. The presentation allows the student to compose a correct and/or incorrect response. | The presentation of vocabulary must not only allow for the student to compose a correct response, but must also allow for an incorrect response. Be sure to include appropriate distractors in the field of options. An error-free presentation is <b>not</b> permissible. In <a href="#">Example 2</a> , the teacher has included “cactus,” “drive,” and “memory” as incorrect options. |
|--|--|

### Practice Test Example: Video Games Can Exercise the Brain

#### Administering Writing Prompt 2 Using Word/Picture Cards:

Prepare word/picture cards for the vocabulary list provided. Word/picture cards provided to the student should include choices that answer the question. The number of word/picture cards presented to the student at one time will vary depending on the student and should match the number that is shown in the classroom during daily instruction. Regardless of the number of word/picture cards presented to student, card choices must include incorrect or unrelated options.
















**NOTE:** Incorrect answer choices must be provided for each question. These distractors should be parallel to the other answer choices, such as nouns, verbs, and describing words. Examples are provided on the next page.

**TITLE: What new title will you use for your essay?**

**Example 1:** Present a bank of word/picture cards comprised of words from the passage vocabulary list AND an assortment of incorrect or unrelated cards.

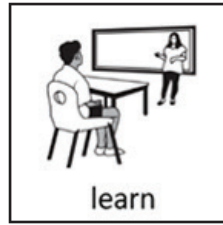
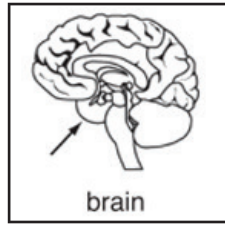
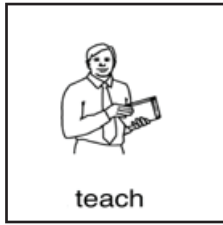
This student has access to the entire bank of word/picture cards to use when composing the title of their essay. The student’s choices are recorded on the student response template.

Teacher presents:

 video games	 teach	 brain	 learn	 play
 puzzles	 exercise	 team	 soccer	 cactus
 drive	 memory	 flowers	 gold	 win

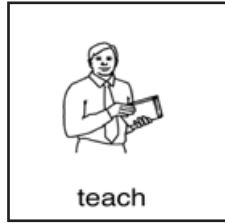
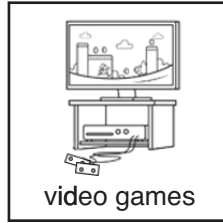


Student chooses:

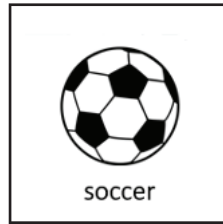
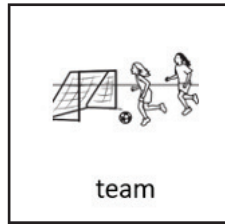
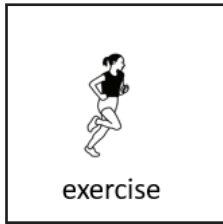
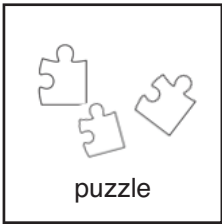


OR

These are two examples of *correct* responses.



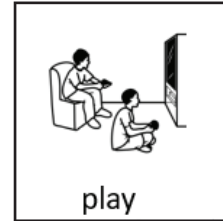
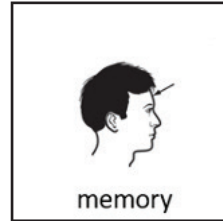
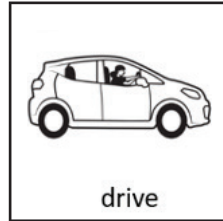
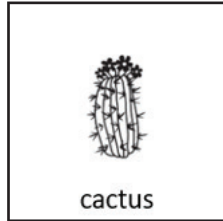
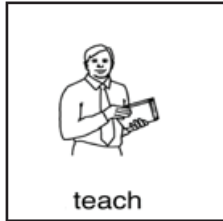
Student chooses:



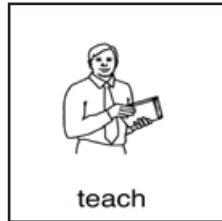
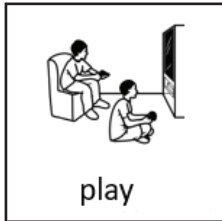
This is an example of an *incorrect* response.

**Example 2:** Present a limited bank of word/picture cards comprised of words from the passage vocabulary list AND at least one incorrect or unrelated card.

Teacher presents:

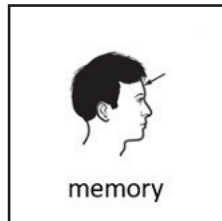
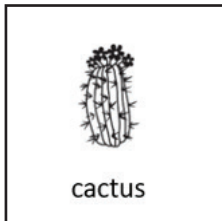


Student chooses:



This is an example of a *correct* response.

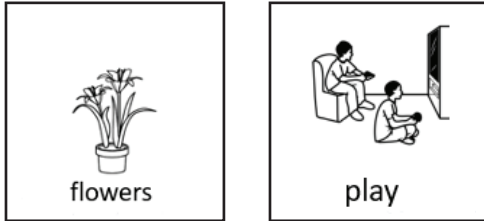
Student chooses:



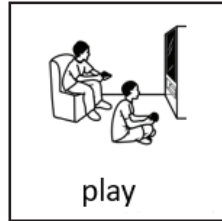
This is an example of an *incorrect* response.

**Example 3:** Present a field of two word/picture cards multiple times. Each presentation should include one passage vocabulary list card and one incorrect or unrelated card.

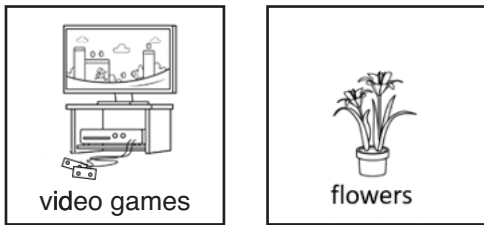
A. Teacher presents:



Student chooses:



B. Teacher then presents:



Student chooses:



The student has composed the response “play video games exercise brain.”

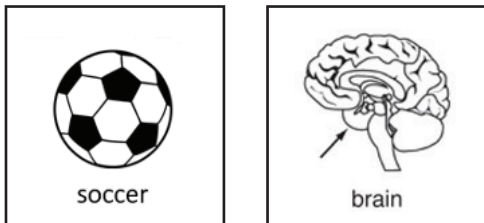
C. Teacher then presents:



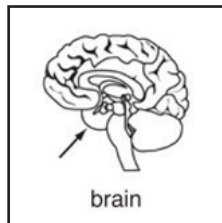
Student chooses:



D. Teacher then presents:



Student chooses:



**NOTES:**

Pay close attention to the script directions. Introductions, supporting details, and conclusions are to be created by using information FROM THOSE SECTIONS. Therefore, the word cards must also be from those sections along with a few appropriate distractors from other sections and unrelated distractors not from the passage. For example, here is the introduction of the example passage:

**Watch out for those alien invaders! There may be no aliens in real life, but in video games, you might run from aliens, find gold, and drive race cars. Video games are fun, but they can help you, too.**

Students are instructed to use information from that paragraph to create an introduction that supports the claim that video games are good exercise for the brain. Teachers must be sure to present the key vocabulary words from that paragraph when providing a limited word bank (e.g., video games).

If student card choices are pasted or secured to the student response template, each of the used cards must be replaced in the word bank to be available for the student to use when answering the additional questions.

## Scribing Protocol for Open-Response Writing Prompt

A student may require a scribe to capture his or her response for the written product. For example, a student may verbalize his or her response while the teacher records the response verbatim on the student response template.

Below are some examples of how scribing can be used to capture student responses for the open-response writing prompt.

Student Primary Response Mode	What the Student Response May Look Like . . .	Teacher Scribing Protocol
Verbal	Student verbalizes his or her response.	Teacher will record the student's verbal response verbatim onto the student response template.
Gestural	Student points to, touches, or gazes at his or her response.	Teacher will record the interaction with the words/pictures/objects as observed onto the student response template.
Sign Language	Student signs his or her response.	Teacher will record the student's signed response verbatim onto the student response template.
AAC Device/System	Student utilizes his or her primary AAC device or system.	Teacher will record the student's interaction with the AAC device or system as observed onto the student response template.

When scribing the student response:

- The teacher records exactly what the student communicates directly onto the student response template.
- The teacher is allowed to correctly spell all words and punctuate text (these conventions are not scored).
- The teacher allows the student to edit his or her response and makes the student-requested changes, even if incorrect.
- The teacher will record “No response” on the student response template when applicable.
- IEP documentation of the scribing protocol is not necessary for a student to use this allowable adjustment during administration of the FAA—Performance Task. However, it is recommended that a scribing accommodation be documented as a best practice if a student uses a scribe during daily instruction.

On most occasions the teacher will actively scribe the student’s response as he or she is administering the writing prompt. However, it is allowable to request a third party to act as a scribe if assistance is needed to capture the student’s response.

Who can serve as a scribe?

Any certified, licensed, or non-licensed district employee may serve as a scribe if:

- he or she has received district-provided training on proctoring;
- he or she has completed the Test Administration and Security Agreement and Test Administrator Prohibited Activities Agreement (found in the Spring 2025 *FAA—Performance Task Procedural Manual*, which is available on the [FAA Portal](#)); and
- he or she is familiar with the student and with the student’s mode of communication.

Student Name: Student Doe FLEID#: DM987456123048

1. Video Games  
\_\_\_\_\_  
\_\_\_\_\_
2. Video games make you learn.  
\_\_\_\_\_  
\_\_\_\_\_
3. The first detail is \_\_\_\_\_  
Teachers want kids to play video games.  
\_\_\_\_\_
4. The second detail is \_\_\_\_\_  
I like to play alien invader games.  
\_\_\_\_\_
5. No Response  
\_\_\_\_\_  
\_\_\_\_\_

## Annotation for Open-Response Writing Prompt

In cases where a student creates a written product that may not be easily interpreted by a novel reader (e.g., inventive spelling, hard-to-read penmanship, and use of symbolic expressions), the teacher must provide annotations directly on the student's written work.

The teacher will add annotated notes to the student's handwritten or typed response to clarify illegible writing and correct spelling and punctuation to ensure appropriate interpretation.

- Annotation procedures **only** apply if the student has **handwritten** or **typed** his or her response.
- Annotation does **not** alter the intent of the student's original response.
- Annotation ensures that the response is interpretable and meaningful to a novel reader such as a scorer.
- All teacher annotations should be included directly on the student's response.
- All teacher annotations should be written in a different color ink than the student's response.
- All teacher annotations should be written above or below the student's words, pictures, symbols, or objects so as not to cover any part of the student's response.

For students who braille their response:

- The teacher will transcribe/annotate the response directly on the student response template using the guidelines above. The template will be scanned and uploaded into the DEI for the purpose of scoring the student's response.

Student Name: Student Doe FLEID#: DM987456123048

1. video games teach brain  
 VDO GMS tch BRN

2. no response

3. The first detail is fun skills  
 FUN SKIL

4. The second detail is why win video games  
 VDO GMS

5. THE END the end

### Return of Open-Response Writing Prompt Materials

Following submission of the open-response writing prompt into the DEI, the teacher is required to return the **completed** and **blank** student response templates to the school assessment coordinator (SAC). These are considered **secure** materials. Prior to uploading the documents, check to make sure the templates include the student's name and FLEID.

In addition, all support materials, such as picture symbols, word cards, word banks, and other teacher-created supports, that were prepared for the Writing Prompt 2 administration must be returned to the SAC. See [Return of Secure FAA—Performance Task Materials](#) for more details.



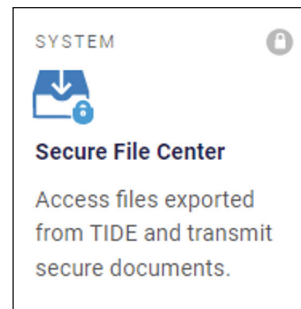
## BEFORE, DURING, AND AFTER ADMINISTRATION

The following pages discuss preparation, planning, and procedures to follow before, during, and after the assessment administration.

### Before Administration of the Assessment

Advance preparation is critical for administering the FAA—Performance Task. The following steps should be completed well in advance before materials arrive:

- Read the *FAA—Performance Task Test Administration Manual* to review the assessment administration outlined during training.
- Attend in-person district training for the FAA—Performance Task and complete Module 4: FAA—Performance Task DEI Training for Teachers in the Learning Management System (LMS).
- Review the student’s IEP to determine how the student will access and respond to the assessment tasks. Determine the accommodations and supports that the student will need based on the student’s daily instruction. Incorporate any additional individual accommodations for the student as outlined in the student’s IEP.
- If needed, a [Unique Accommodations Request Form](#) (available on the FAA Portal), along with the student’s IEP and other supporting documentation, must be submitted by the due date listed on the form. Requests should be reviewed and approved by the district AAC and the district exceptional student education (ESE) director before being submitted to Angela Nathaniel at FDOE via the Secure File Center. The Secure File Center can be accessed via the system card in the Quick Access section of the [FAA Portal](#).



- Ensure that the student has any assistive technology needed to access the materials and respond to the assessment items.
- Refer to the List of Cards and/or Strips and Teacher-Gathered Materials (to be provided separately by February 2025) and collect all materials.

- Real objects may be substituted for picture cards whenever possible. For students who need real objects, refer to the Object Exchange List (to be provided separately by February 2025) and collect materials.
- Establish criteria, using professional judgment, to determine when a student is engaged and not engaged. These decisions should be based on knowledge of the student’s response mode and response times.
- Determine the amount of response wait time that will be appropriate for each student being assessed.
- Schedule the assessment administration for a time and a place that are optimal for student effort and engagement.
- Use the practice materials with the student to ensure that both the teacher and the student are familiar with the different components of the assessment.
- Review the 2024–25 FAA—Performance Task test blueprints, which are available for all grades and content areas on the [FAA Portal](#).

### Practice Materials

New practice materials were distributed in the 2023–24 school year, and printable PDF versions are currently available on the Performance Task for Teachers page of the [FAA Portal](#). Additional new practice materials will be distributed to districts in the 2024–25 school year and made available as printable PDFs on the FAA Portal.

Practice materials provide teachers and students with the opportunity to become familiar with the assessment materials, the administration procedures, the type of preparation needed by the teacher, the anticipated student mode of communication to answer selected- and open-response items, pacing, administration duration, and more. **Practice materials are not secure, and, therefore, any part of the materials may be reproduced.**

**Practice materials should not be discarded, shredded, or returned to your district AAC after use.** They can be used throughout the school year and from one year to the next as a tool for students and teachers to gain greater familiarity with the administration of the FAA—Performance Task.

Please contact your district AAC with any questions or concerns related to the use of practice materials.

### Appropriate Testing Environment

When preparing to administer the FAA—Performance Task, it is imperative for teachers to consider the environment in which the student is tested.

- Designate a distraction-free area that is consistently available for administration.
- Schedule the assessment administration for a time and a place that are optimal for student effort and engagement.
- **Students are not required to complete any part of the assessment at one time.** To minimize fatigue and/or frustration, testing can be broken up into smaller portions so that students can meaningfully demonstrate what they know. It is strongly recommended that an item set be completed before taking a break.

## Preparation of Assessment Materials

Once assessment materials have arrived, but before administration of the assessment begins, it is necessary to complete the following steps:

- Sign out the secure FAA—Performance Task test booklet(s) from your SAC. Ensure that all kitted materials are for the **same form** of the assessment. Ensure that there is one test booklet for each student.
- Sign out the passage and response booklet(s) and cards and/or strips packet(s) for each grade and content area being assessed. Some organization of cards and strips will be needed in preparation for the assessment administration. Refer to the List of Cards and/or Strips and Teacher-Gathered Materials, available on the [FAA Portal](#), to verify that all cards and/or strips have been included in each packet.
- Read the test booklet to become familiar with the assessment tasks and format. Review setup procedures provided with each task of the assessment (refer to directions in the “Teacher Script” row).
- Some assessment materials are not included in the response booklets or cards and/or strips packets and must be gathered by teachers prior to administering the assessment. Refer to the List of Cards and/or Strips and Teacher-Gathered Materials, available on the [FAA Portal](#).
- Cut out the student response template, which is located in the back of the test booklet. Each student will require his or her own template for administration of ELA Writing Prompt 2. Record the student’s full legal name and FLEID on the corresponding lines on the top of the student response template prior to administering ELA Session 3.
- You may choose to highlight the task script (***boldfaced, italicized*** wording) in the “Teacher Script” row that will be read aloud to the student. This will ensure that the plain text directions for the teacher are not inadvertently read aloud to the student.
- You may also choose to highlight the embedded alternative text (*italicized* wording enclosed in parentheses) in the “Teacher Script” row that will be read aloud, only if appropriate, to the student.

## During Administration

### General Guidelines

Keep in mind these important considerations while administering the assessment:

- Accurate administration is very important. Teachers may require assistance in observing the student and organizing materials to aid in accurate administration.
- While response booklets are to be used for multiple administrations, each student should have his or her own test booklet.
- The teacher must record student responses in the test booklet **while** administering the assessment.
- An online survey will be available for the FAA—Performance Task. Teachers will be able to provide feedback on specific tasks, so they are encouraged to take notes in the test booklet.
- All assessment materials are secure and must be returned to the designated secure area or locked storage room between administrations.

### Breaks

The FAA—Performance Task is an untimed assessment and students should be given ample breaks, as needed. Watch the student for indications that a break may be needed. If the student shows signs of fatigue or does not appear engaged, stop the assessment and resume only when the student is ready. It is strongly recommended that an item set be completed before taking a break.

Teachers must follow school best practices when assessing students who may engage in disruptive or harmful behaviors. Teachers should prepare in advance to create as successful an assessment experience as possible.

## After Administration

### Online Student Response Entry

Instructions for how to submit student responses can be found in the [2024–25 FAA—Performance Task Data Entry Interface \(DEI\) User Guide](#), available on the FAA Portal. Module 4: FAA—Performance Task DEI Training for Teachers, available in February 2025 in the LMS, will prepare teachers to enter student responses in the DEI. This module is required for all teachers who will administer the Spring 2025 FAA—Performance Task.

**NOTE:** Beginning with the Spring 2025 FAA—Performance Task, the DEI will no longer adapt as the teacher enters student responses in Session 1. The test in the DEI will now mirror the test booklet. The teacher will enter student responses exactly as they have been recorded in the test booklet, skipping any tasks in Session 1 that were not administered to the student (See [Session 1 Administration](#)). For more information, please refer to the [2024–25 FAA—Performance Task DEI User Guide](#).

### Correcting Student Information

For any corrections to student information, teachers should complete a TIDE Correction Request in TIDE. Corrections to student information may include assessment grade, student name misspelling, a change in assessment, and/or correction of students listed or not listed in TIDE. If a student is no longer participating in the FAA—Performance Task and is now participating in FAA—Datafolio or FAST, the teacher will need to identify in the TIDE Correction Request which assessment the student is moving to. More information about correcting student information in TIDE is available in the [TIDE Quick Guide for AATs](#).

### Assigning a Reason Not Assessed

A Reason Not Assessed must be assigned for any student who is eligible to participate in the FAA—Performance Task but was not assessed during the academic year. Teachers who have students on their roster who are not assessed but who are still listed as active will not display the correct completion status. Beginning **March 24, 2025**, teachers will be able to assign a Reason Not Assessed in TIDE. Information on assigning a Reason Not Assessed is available in the [TIDE Quick Guide for AATs](#).

### Teacher Self-Reflection Form

The Teacher Self-Reflection Form (see [Appendix B](#)) is a voluntary tool designed to provide valuable feedback on key practices/procedures that can help ensure the accurate administration of the FAA—Performance Task. It is composed of 19 questions and is divided into two sections: Before Administration and During Administration.

Teachers are strongly encouraged to use this self-evaluation tool to gain insight on preparatory, personal development, and training needs.

### Return of Secure FAA—Performance Task Materials

Confirm that student responses have been entered into the DEI. After all student responses have been entered into the DEI, the following secure materials will be transferred (or returned) to the designated SAC.

- Test booklets
- Response booklets
- Passage booklets
- Cards packet and/or strips packet
- Writing Prompt 2 student response template
- Writing Prompt 2 vocabulary materials that have been prepared by the teacher

Each district will be responsible for returning the assessment components to Pearson and for storing the Writing Prompt 2 materials at the district level in a secure location. Please refer to the *Spring 2025 FAA—Performance Task Procedural Manual* available on the [FAA Portal](#), for additional information on the return of test materials.

## ALLOWABLE ADJUSTMENTS AND SUPPORTS

The FAA—Performance Task is designed to allow maximum access to students with significant cognitive disabilities. Some students may require adjustments to the standard administration of the assessment and/or modified materials in order to access the assessment and demonstrate their knowledge (including the use of assistive technology devices). Any adjustments used during the administration of the assessment must align with what the student uses during daily instruction.

### Allowable Adjustments for All Students

The following adjustments to the administration of the assessment are available for **all students** who have been found eligible to receive exceptional student education (ESE) services. The use of adjustments must be in accordance with what occurs during daily instruction.

- Real objects may be substituted for the picture cards whenever possible. The Object Exchange List (made available by February 2025) is a list of real-life objects that can be substituted during the assessment. Provide items to the student and allow the student to handle the objects as needed.
- For students with visual impairments and those who may benefit from having a verbal description of a graphic, teachers should read the embedded alternative text (*italicized* text enclosed in parentheses) in the “Teacher Script” row of the test booklet. This text is meant to facilitate the presentation of tables, charts, graphs, and diagrams.
- For those students whose response mode is eye gaze or who communicate through picture exchange, one-sided response booklets may be requested. This accommodation must align with what the student uses during daily instruction. It is imperative to label and organize each item set and task when cutting out the materials from a one-sided booklet. All materials, including cut-up materials, must be returned upon testing completion. Contact your district AAC to order one-sided response booklets. Please be sure to retain and return the one-sided response booklet cover with the testing materials.
- Placement of cutouts should be in accordance with what is needed for the student to access the item. Some cards and/or strips may require manipulation by the student. The order in which materials are presented must be as they appear in the “Materials” row of the test booklet. It is allowable to read one cutout card/strip, then ask the student to manipulate that cutout card/strip before reading the next card/strip.
- Allow the student to use a magnifier or magnification devices and other equipment used in the classroom during daily instruction.
- Allow the student to use augmentative communication methods used in the classroom during daily instruction.
- Allow student responses to be recorded by teachers as indicated in the [Scribing Protocol for Open-Response Writing Prompt](#) section. Use of this adjustment must align with techniques used during daily instruction.

## Allowable Adjustments: Assistive Technology (AT) Devices

An assistive technology (AT) device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. The Florida Department of Education’s Bureau of Exceptional Education and Student Services (BEESS) provides a wide variety of technology supports for students with disabilities. Below is contact information for statewide service providers who can give guidance, support, and information on available AT devices.

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

## Allowable Adjustments for Students with Visual Impairments

*(Including students found eligible for the Dual-Sensory Impaired Program)*

Criteria:

- Adjustments are also available for students who have been found eligible to receive ESE services under the Visually Impaired Program. The use of adjustments must be in accordance with what the student uses during daily instruction.

For students with visual impairments, the following are allowable:

- All student-facing materials are provided in large print. Additionally, if a graphic or object is too small, a magnifier may be used. Do **not** make any changes to graphics.
- The use of an abacus, adapted calculator, raised number line, or braille ruler is permitted.
- The use of math manipulatives (i.e., GeoForms or GeoSolids) is permitted, if these manipulatives are used consistently during classroom instruction.
- The use of a light box is permitted.



- The “Materials” row of each task indicates the type of stimulus or response option provided for each task. Some picture cards/strips do not include a label or any text that is read aloud to the student. For these picture cards/strips, VI alternative text enclosed in parentheses will appear in the “Materials” row. When naming graphics on these cards/strips, use the same language used in the “Materials” row.
- In some instances, the “Teacher Script” row will include embedded alternative text (italicized wording enclosed in parentheses). Unlike VI alt text located in the “Materials” row, embedded alternative text should be read to students with visual impairments **and** students who may benefit from having a verbal description of a graphic.
- All passages have a graphic and VI alternative text provided underneath each graphic. This short description of the graphic should be read to all students with visual impairments.
- If highlighting the task script (***boldfaced, italicized*** wording) in the “Teacher Script” row, consider highlighting the embedded alternative text, if appropriate for the student.
- In some instances, a table or graph will be placed on the work surface as a stimulus. Specific directions in the “Teacher Script” row are provided to describe the table or graph to the student.
  - o Real objects may be substituted for the picture cards as indicated in the Object Exchange List (made available by February 2025). Real objects must be actual size (not a miniature replica) unless specifically labeled as such, and be able to fit on the work surface. Provide real objects to the student and allow the student to handle the objects as needed.
- Teachers are encouraged to review the item sets before administration. Teachers should adjust the language to align with daily instruction (e.g., teacher may choose to label an “X” on a line plot as a “marker”).
- Teachers should indicate to students if a word is underlined.
- Items requiring a student to spell will be presented in uncontracted braille.

## Allowable Adjustments for Students Who Are Deaf/Hard-of-Hearing

*(Including students found eligible for the Dual-Sensory Impaired Program)*

Criteria:

- Adjustments are also available for students who have been found eligible to receive ESE services under the Deaf/Hard-of-Hearing Program. The use of adjustments must be in accordance with what the student uses during daily instruction.

For students who are deaf or hard-of-hearing, the following is allowable:

- For students who access the assessment through the use of sign language, when administering a task that does not measure spelling, finger spell words that do not have a sign or if the sign for words is unknown.

## Allowable Adjustments for Students with Limited Physical Ability and/or Mobility

Criteria:

- Adjustments are also available for students whose access to the assessment is impacted due to limited physical ability and/or mobility. The use of the hand-over-hand technique, a physical support, is allowable only to steady the student. The use of adjustments must be in accordance with what the student uses during daily instruction.
- Minimal physical prompting should not control the student's movements.

For students with limited physical ability and/or mobility, the following are allowable:

- Extended wait times are acceptable if the student has difficulty initiating an activity.
- Physical support/stabilization may be provided to steady the student.
- Teacher assistance may be used in the manipulation of objects.
  - Some items require the student to manipulate objects, such as generic counters, a ruler, or a calculator. The following example is an acceptable way that a student with limited physical ability and/or mobility can still interact with an item requiring the use of a calculator.

Task 2		
Materials		
<b>Response Booklet: page 5</b> <b>Teacher-gathered:</b> <ul style="list-style-type: none"> <li>calculator</li> </ul>	<b>Stimulus equation strip:</b> <ul style="list-style-type: none"> <li><math>92\% = \frac{92}{100} = 0.92</math></li> </ul> <b>Stimulus number card:</b> <ul style="list-style-type: none"> <li>11%</li> </ul>	<b>Number cards:</b> <ul style="list-style-type: none"> <li>1.1</li> <li>0.11</li> <li>5.7</li> </ul>
Teacher Script		
Place the calculator on the work surface. <i>To determine the likelihood of an event happening, use numbers between zero and one. A number close to zero would indicate a highly unlikely event. A number close to one would indicate a highly likely event. When a chance event's likelihood is written as a percentage, convert to a fraction by writing the number in the percentage over one hundred, and then divide to get a decimal.</i> Point to and read the stimulus equation strip to the student.	<i>Here is a probability written as a percentage.</i> Point to and read the stimulus number card to the student. <i>What is the probability of eleven percent written as a decimal?</i> <i>You may use the calculator to find the answer.</i> Read the number cards to the student.	
Student Response		
(A) 1.1 (B) <input checked="" type="radio"/> 0.11 (C) 5.7 (D) No Response		
<b>STOP!</b> If the student responds correctly, administer Task 3. If the student responds incorrectly, move to the next item set.		

To interact with this task, a student with limited mobility may require teacher assistance to use the calculator. The teacher first needs to determine from the directions in the “Teacher Script” row what actions the student is being asked to perform. In this case, the student needs to identify the probability of eleven percent written as a decimal.

- Using the student’s mode of communication, ask the student if they would like to use the calculator to find the answer. If the student indicates yes, ask the student to identify which steps to take using the calculator. The teacher can ask “which button should I press on the calculator first?” and allow the student to respond using their mode of communication. Continue this through the calculator entries to answer the question. The student would then use their mode of communication to select an answer.
- The student may use an adapted calculator if it aligns to what the student uses during daily instruction. In this case, utilize the adapted calculator the same way you would during typical classroom instruction.

## ACCOMMODATIONS AND CRITERIA FOR USE

One of the primary principles in the development of any assessment tool is that every effort should be made to ensure that all students have an equal opportunity to demonstrate their knowledge and skills. This is a particularly important and challenging task in the development of an assessment tool for students with the most significant cognitive disabilities. To address this concern, FAA—Performance Task items were reviewed by a broad group of stakeholders (e.g., ESE teachers, general education teachers, administrators, teachers of students with sensory impairments, AT specialists, and educators with expertise teaching English Language Learners [ELLs]).

Traditional accommodations, such as presentation mode, response mode, flexible setting, and scheduling, are already embedded in the administration of this assessment. Some students may require additional accommodations to gain access to the assessment. Additional accommodations are available for **students with visual impairments, students who are deaf/hard-of-hearing, and ELLs (specific accommodations)**. All accommodations used during the administration of the assessment should align with what the student uses during daily instruction.

### Students with Visual Impairments

*(Including students found eligible for the Dual-Sensory Impaired Program)*

Criteria:

Additional accommodations are available for students who have been found eligible to receive ESE services under the Visually Impaired Program with accommodations documented on their current IEP. The FAA—Performance Task includes a large number of graphics; therefore, special accommodations are allowed for students with visual impairments. By design, most of the tasks in the FAA—Performance Task can be administered verbally by simply reading the question, the response options, and any accompanying graphic descriptions that are provided in the “Materials” row of the test booklet. The use of accommodations must be in accordance with what the student uses during daily instruction.

Accommodations:

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

- Braille and tactile graphics are available for all student-facing components. These accommodated materials are provided for tasks that include objects, tables, graphs, and other visual depictions of data that can be portrayed universally. These kits are available in uncontracted braille and contracted braille.
  - Contact your district’s AAC to order accommodated materials.

- Teacher-created tactiles and materials are not to be used unless a Unique Accommodations Request Form is submitted and approved prior to administration of the FAA—PT. The student’s IEP must be submitted with the request form. The form and submission directions are found on the [FAA Portal](#).

### Students Who Are Deaf/Hard-of-Hearing

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

Criteria:

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

Accommodations:

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

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

## English Language Learner (ELL) Students

### Criteria:

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

### Accommodations:

For ELL students, the following accommodations are allowable:

- Tasks in the FAA—Performance Task must be administered completely and solely in English. Limited assistance may be provided from the assessment administrator, English for Speakers of other Languages (ESOL) teacher, heritage language teacher, or interpreter in the heritage language, including answering specific inquiries concerning a word or phrase and questions for clarification.
- For mathematics, science, and social studies assessments, limited assistance may be provided using the student's heritage language to answer specific questions about a word or phrase.
- For the ELA assessment, the ESOL or heritage language teacher may answer student questions about the general assessment in the student's heritage language. The ESOL or heritage language teacher may not translate student responses to the open-response writing prompt. The teacher can provide encouragement (in the student's heritage language) for the student to respond in English.
- An ELL student may have access to a word-for-word electronic glossary, as long as the glossary does not provide the definition of the word. If the student is accessing a translation program on the internet, the student must be closely monitored to ensure that he or she is not accessing any other resources.

## APPENDIX A: CONTACT INFORMATION

### FAA Service Center

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

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

FAA Questions
<p><b>FAA SERVICE CENTER</b> Monday–Friday from 7:00 a.m. to 8:30 p.m. (ET) <b>Phone:</b> 877-655-3001 <b>Email:</b> <a href="mailto:FAAServiceCenter@cambiumassessment.com">FAAServiceCenter@cambiumassessment.com</a> <b>Chat:</b> <a href="https://FAA.fsassessments.org/contact.html">https://FAA.fsassessments.org/contact.html</a></p>

### Florida Department of Education Contacts

Policy Questions Monday–Friday from 8:00 a.m. to 4:30 p.m. (ET)	
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## APPENDIX B: TEACHER SELF-REFLECTION FORM

Teachers are encouraged to use this self-reflection form as a tool to improve the administration of the FAA—Performance Task. It is recommended that the self-reflection form be utilized with the practice materials to improve administration processes prior to the operational assessment. The form can also be utilized after the operational administration to inform improvements that can be made for the following year.

In addition to the Teacher Self-Reflection Form, an Administrator Observation Form and a District Coordinator/Designee Observation Form have also been developed. Administrators will use the Administrator Observation Form to validate that the assessment occurred in their buildings. The District Coordinator/Designee Observation Form will be used by AACs or their designees in order to improve and assist with their training practices. These additional resources can be found on the [FAA Portal](#).



## Florida Alternate Assessment Teacher Self-Reflection Form

Student's Name \_\_\_\_\_

Grade Administered \_\_\_\_\_ Content Area \_\_\_\_\_

Directions: Please use this as a self-reflection activity and rate yourself on the following criteria.

Yes	No	NA	Before Administration	Comments
<input type="checkbox"/>	<input type="checkbox"/>		1. Did you review the IEP and determine the accommodations the student would need based on daily instruction, including any assistive technology?	
<input type="checkbox"/>	<input type="checkbox"/>		2. Did you use the practice materials with your student(s) to become familiar with the structure and administration of the tasks?	
<input type="checkbox"/>	<input type="checkbox"/>		3. Did you refer to the writing prompt Topic and General Vocabulary List and the Grade-Specific Vocabulary List in order to best prepare your student for the open-response writing prompt?	
<input type="checkbox"/>	<input type="checkbox"/>		4. Did you gather all required teacher-gathered materials and/or objects from the Object Exchange List, as needed?	
<input type="checkbox"/>	<input type="checkbox"/>		5. Did you establish criteria, using best professional judgment and knowledge of the student, to determine when the student was engaged and not engaged?	
<input type="checkbox"/>	<input type="checkbox"/>		6. Did you determine, using professional judgment and knowledge of the student, the appropriate amount of response wait time?	
<input type="checkbox"/>	<input type="checkbox"/>		7. Did you attend training for this year?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Did you schedule the assessment administration for a time and place that are optimal for student effort and engagement?	

Yes	No	NA	During Administration	Comments
<input type="checkbox"/>	<input type="checkbox"/>		1. Did you have all the appropriate booklets, cutouts, and/or materials accessible to the student?	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. If a task had cutouts, did you place the cards/strips and/or materials in the order specified in the test booklet?	
<input type="checkbox"/>	<input type="checkbox"/>		3. Did you record the student's response to each task during the assessment administration?	
<input type="checkbox"/>	<input type="checkbox"/>		4. Did you use scaffolding, when necessary, at the Task 1 level only?	
<input type="checkbox"/>	<input type="checkbox"/>		5. Did you make sure the student was engaged on each task?	
<input type="checkbox"/>	<input type="checkbox"/>		6. Did you follow the directions (non-boldfaced and non-italicized instructions) in the "Teacher Script" row on how to set up and administer the task?	
<input type="checkbox"/>	<input type="checkbox"/>		7. Did you read the task script ( <b>boldfaced, italicized</b> wording) in the "Teacher Script" row verbatim?	
<input type="checkbox"/>	<input type="checkbox"/>		8. Did you repeat the script to the student up to two times, for a total of three times, as needed?	
<input type="checkbox"/>	<input type="checkbox"/>		9. Did you read the embedded alternative text ( <i>italicized</i> wording enclosed in parentheses) in the "Teacher Script" row to the student, if appropriate?	
<input type="checkbox"/>	<input type="checkbox"/>		10. When a task required the student to provide more than one response, did you cue the student for another response?	
<input type="checkbox"/>	<input type="checkbox"/>		11. Did you reinforce and encourage the student to participate without indicating whether the answer was right or wrong?	

## APPENDIX C: SCORING RUBRICS

During the 2023–24 school year, rubrics for the ELA open-response writing prompt were updated to align with the B.E.S.T. Standards Access Points. Designed to address each writing type across grade spans, the updated rubrics in this appendix provide specific scoring criteria and expectations for each component of Writing Prompt 2.

### FAA Writing Scoring Rubrics

Narrative Grades 4–5				
Score	0 None	1 Limited	2 Partial	3 Full
<b>Overview</b>	There is either no response or an illegible random letters, or non-English response to the title, the beginning, the details, or the ending.	The response is unrelated to the topic or is insufficient.	The response is generally related to the passage or topic. Includes at least one detail generally related to the passage. Sequence of events may be inaccurate. Responses may be verbatim from the passage. Student responses do not have to be a retelling of the passage.	The response is closely related to the passage or topic. Student created title, beginning, details, and ending. Incorporates a logical sequence of events and two details from the passage. Some key words may be verbatim. Student responses do not have to be a retelling of the passage.
<b>Title</b>	<ul style="list-style-type: none"> <li>• no response OR</li> <li>• illegible, random letters, or non-English writing without annotations OR</li> <li>• scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>• title is <b>unrelated</b> to the passage or topic OR</li> <li>• title is insufficient, i.e., there is an inadequate amount of text to determine intent.</li> </ul>	<ul style="list-style-type: none"> <li>• title is <b>generally</b> related to the passage or topic OR</li> <li>• title is verbatim (exact word for word) from the passage or title</li> </ul>	<ul style="list-style-type: none"> <li>• title is <b>closely</b> related to relevant information from the passage or topic</li> <li>• title is not verbatim, but may include one or two words from the passage title</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>• no response OR</li> <li>• illegible, random letters, or non-English writing without annotations OR</li> <li>• scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>• beginning is <b>unrelated</b> to the passage or topic OR</li> <li>• beginning is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>• beginning is <b>generally</b> related to the passage or topic OR</li> <li>• the sequence of ideas is inaccurate OR</li> <li>• beginning is verbatim (complete phrase) from the passage</li> </ul>	<ul style="list-style-type: none"> <li>• beginning is <b>closely</b> related to relevant information from the beginning of the passage AND</li> <li>• the sequence of ideas is accurate AND</li> <li>• some <u>key words</u> may be verbatim from the passage</li> </ul>
<b>Details</b>	<ul style="list-style-type: none"> <li>• no response OR</li> <li>• illegible, random letters, or non-English writing without annotations OR</li> <li>• scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>• details are <b>unrelated</b> to the passage or topic OR</li> <li>• details are insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>• includes a minimum of one detail <b>generally</b> related to the passage or topic OR</li> <li>• detail(s) is/are unclear or vague OR</li> <li>• sequence of ideas is inaccurate OR</li> <li>• detail(s) is/are verbatim (complete phrase or phrases) from the passage</li> </ul>	<ul style="list-style-type: none"> <li>• includes two relevant details that are <b>closely</b> related to relevant information from the passage AND</li> <li>• the sequence of ideas is accurate AND</li> <li>• some <u>key words</u> may be verbatim from the passage</li> </ul>
<b>Ending</b>	<ul style="list-style-type: none"> <li>• no response OR</li> <li>• illegible, random letters, or non-English writing without annotations OR</li> <li>• scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>• ending is <b>unrelated</b> to the passage or topic OR</li> <li>• ending is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>• ending <b>generally</b> related to the passage or topic OR</li> <li>• ending is the same as the beginning OR</li> <li>• the sequence of ideas is inaccurate OR</li> <li>• ending is verbatim (complete phrase) from the passage</li> </ul>	<ul style="list-style-type: none"> <li>• ending is <b>closely</b> related to relevant information from the ending of the passage AND</li> <li>• the sequence of ideas is accurate AND</li> <li>• some <u>key words</u> may be verbatim from the passage</li> </ul>

“insufficient” is defined as an inadequate amount of text to determine intent.

FAA Writing Scoring Rubrics

Argumentative Grades 4–7				
Score	0 None	1 Limited	2 Partial	3 Full
<b>Overview</b>	There is either no response or an illegible random letters, or non-English response to the title, the introduction, the details, or the conclusion.	The response is unrelated to the topic or is insufficient.	The response is generally related to the claim. Includes at least one detail generally related to the claim. Ideas may be generally related to the topic, and details may be unclear. Responses may be verbatim from the passage.	The response is closely related to the claim. Student created title, introduction, details, and conclusion. Ideas are expanded and closely related to the topic. Incorporates a logical structure and two relevant details that clearly support the claim. Key words may be verbatim. Some key words may be verbatim.
<b>Title</b>	<ul style="list-style-type: none"> <li>no response</li> <li>illegible, random letters, or non-English writing without annotations OR</li> <li>scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>title is <b>unrelated</b> to the passage, topic, or claim OR</li> <li>title is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>title is <b>generally</b> related to the claim, passage, or topic</li> <li>title is verbatim (word for word) from the passage or title</li> </ul>	<ul style="list-style-type: none"> <li>title is <b>closely</b> related to the claim or topic</li> <li>title is not verbatim, but may include some key words from the passage or title</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>no response</li> <li>illegible, random letters, or non-English writing without annotations OR</li> <li>scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>introduction is <b>unrelated</b> to the passage, topic, or claim</li> <li>introduction is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>introduction is related to the topic and <b>generally</b> states the claim</li> <li>introduction may be verbatim (word for word) from the passage</li> </ul>	<ul style="list-style-type: none"> <li>introduction identifies the topic and <b>clearly</b> states the claim</li> <li>some key words may be verbatim from the passage</li> </ul>
<b>Details</b>	<ul style="list-style-type: none"> <li>no response</li> <li>illegible, random letters, or non-English writing without annotations OR</li> <li>scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>details are <b>unrelated</b> to the passage, topic, or claim</li> <li>details are insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>includes a minimum of one detail from the passage that <b>generally</b> supports the claim OR</li> <li>detail(s) is/are unclear or vague</li> <li>detail(s) is/are verbatim from the passage</li> </ul>	<ul style="list-style-type: none"> <li>includes two relevant details from the passage that <b>clearly</b> support the claim</li> <li>some key words may be verbatim from the passage</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>no response</li> <li>illegible, random letters, or non-English writing without annotations OR</li> <li>scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>conclusion is <b>unrelated</b> to the passage, topic, or claim</li> <li>conclusion is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>conclusion provides a <b>general</b> summary of the claim or topic OR</li> <li>conclusion is the same as the introduction OR</li> <li>conclusion includes detail(s) rather than a summary or restatement of the claim</li> <li>conclusion is verbatim from the passage</li> </ul>	<ul style="list-style-type: none"> <li>conclusion is on topic and provides a clear summary or restatement that is <b>closely</b> related to the claim</li> <li>some key words may be verbatim from the passage</li> </ul>

"Insufficient" is defined as an inadequate amount of text to determine intent.

FAA Writing Scoring Rubrics

Expository Grades 4–7				
Score	0 None	1 Limited	2 Partial	3 Full
<b>Overview</b>	There is either no response or an illegible, random, or non-English response to the title, the introduction, the details, or the conclusion.	The response is unrelated to the topic or is insufficient.	The response is generally related to the passage or topic. Includes at least one detail generally related to the purpose. Structure may be illogical, and details may be unclear. Responses may be verbatim from the passage.	The response is closely related to the passage or topic. Student created title, introduction, details, and conclusion. Incorporates a logical structure and two relevant details that clearly support the topic and purpose. Some key words may be verbatim.
<b>Title</b>	<ul style="list-style-type: none"> <li>• no response OR</li> <li>• illegible, random letters, or non-English writing without annotations OR</li> <li>• scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>• title is <b>unrelated</b> to the passage, topic, or purpose OR</li> <li>• title is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>• title is <b>generally</b> related to the passage, topic, or purpose</li> <li>• title may be verbatim (word for word) from the passage or title</li> </ul>	<ul style="list-style-type: none"> <li>• title is <b>closely</b> related to the passage, topic, or purpose</li> <li>• title is not verbatim, but may include some key words from the passage or title</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• no response OR</li> <li>• illegible, random letters, or non-English writing without annotations OR</li> <li>• scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>• introduction is <b>unrelated</b> to the passage, topic, or purpose</li> <li>• introduction is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>• introduction includes ideas that are <b>generally</b> related to the passage, topic, or purpose</li> <li>• structure is illogical</li> <li>• introduction may be verbatim (complete phrase) from passage</li> </ul>	<ul style="list-style-type: none"> <li>• introduction identifies the topic or <b>clearly</b> addresses the purpose AND</li> <li>• structure is logical</li> <li>• some key words may be verbatim from the passage</li> </ul>
<b>Details</b>	<ul style="list-style-type: none"> <li>• no response OR</li> <li>• illegible, random letters, or non-English writing without annotations OR</li> <li>• scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>• details/facts are <b>unrelated</b> to the passage, topic, or purpose OR</li> <li>• details/facts are insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>• includes a minimum of one detail/fact <b>generally</b> related to the passage, topic, or purpose</li> <li>• detail(s)/fact(s) is/are unclear or vague</li> <li>• detail(s)/fact(s) is verbatim (complete phrase) from the passage</li> </ul>	<ul style="list-style-type: none"> <li>• includes two relevant details/facts from the passage that <b>clearly</b> support the topic and purpose</li> <li>• some key words may be verbatim from the passage</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• no response</li> <li>• illegible, random letters, or non-English writing without annotations OR</li> <li>• scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>• conclusion is <b>unrelated</b> to the passage, topic, or purpose OR</li> <li>• conclusion is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>• conclusion provides a <b>general</b> summary of the passage, topic, or purpose OR</li> <li>• conclusion is the same as the introduction OR</li> <li>• conclusion includes detail(s) rather than a general</li> <li>• conclusion is verbatim (complete phrase) from the passage</li> </ul>	<ul style="list-style-type: none"> <li>• conclusion is on topic and provides a clear summary or restatement that is <b>closely</b> related to the topic or purpose of the passage</li> <li>• some key words may be verbatim from the passage</li> </ul>

“insufficient” is defined as an inadequate amount of text to determine intent.



## FAA Writing Scoring Rubrics

Argumentative Grades 8–10				
Score	0 None	1 Limited	2 Partial	3 Full
<b>Overview</b>	There is either no response or an illegible response to the title, the introduction, the details, or the conclusion.	The response is unrelated to the topic or is insufficient.	The response is on topic and generally related to the claim. Supporting detail(s) may be unclear, missing, or in the wrong order. Ideas may be weakly expanded and/or related. Responses may be verbatim from the passage.	The response is on topic and closely related to the claim. Student created title, introduction, details, and conclusion. Ideas are expanded and closely related to the topic. Incorporates a logical structure and two supporting details, including a rebuttal, in the correct order. Key words may be verbatim.
<b>Title</b>	<ul style="list-style-type: none"> <li>• no response</li> <li>• illegible, random letters, or non-English writing without annotations OR</li> <li>• scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>• title is <b>unrelated</b> to the passage, topic, purpose, or claim</li> <li>• title is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>• title is <b>generally</b> related to the topic, passage, or claim</li> <li>• title may be verbatim of the passage title</li> </ul>	<ul style="list-style-type: none"> <li>• title is <b>closely</b> related to the topic, passage, or claim</li> <li>• title is not verbatim, but may include one or two words from the passage title</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• no response</li> <li>• illegible writing without annotations</li> <li>• scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>• introduction is <b>unrelated</b> to the passage, topic, purpose, or claim</li> <li>• introduction is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>• introduction is related to the topic and <b>generally</b> states the claim</li> <li>• introduction may be verbatim (complete phrases/sentences) from the passage</li> </ul>	<ul style="list-style-type: none"> <li>• introduction identifies the topic and <b>clearly</b> states the claim</li> <li>• some key words may be verbatim from the passage</li> </ul>
<b>Details</b>	<ul style="list-style-type: none"> <li>• no response</li> <li>• illegible, random letters, or non-English writing without annotations OR</li> <li>• scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>• details are <b>unrelated</b> to the passage, topic, purpose, or claim</li> <li>• details are insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>• <u>two details</u> are given, but not in the correct order</li> <li>• or <u>two details</u> are given, but no rebuttal is provided</li> <li>• or includes a minimum of <u>one detail</u> that <b>generally</b> supports the claim</li> <li>• detail(s) may be unclear or vague</li> <li>• detail(s) may be verbatim (complete phrases/sentences) from the passage</li> </ul>	<ul style="list-style-type: none"> <li>• the <b>first</b> detail <b>must</b> be the rebuttal to the counterclaim AND the second detail is <b>different from the rebuttal</b> and <b>clearly</b> supports the claim</li> <li>• some key words may be verbatim from the passage</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• no response</li> <li>• illegible, random letters, or non-English writing without annotations OR</li> <li>• scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>• conclusion is <b>unrelated</b> to the passage, topic, purpose, or claim</li> <li>• conclusion is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>• conclusion provides a <b>general</b> summary of the passage, purpose, or topic OR</li> <li>• the conclusion is the same as the introduction OR</li> <li>• conclusion includes detail(s) rather than a summary OR</li> <li>• conclusion may be a restatement of the claim</li> <li>• conclusion may be verbatim (complete phrases/sentences) from the passage</li> </ul>	<ul style="list-style-type: none"> <li>• conclusion is on topic and provides a clear summary of the claim OR</li> <li>• conclusion may be a restatement of the claim</li> <li>• some key words may be verbatim from the passage</li> </ul>

"insufficient" is defined as an inadequate amount of text to determine intent.

FAA Writing Scoring Rubrics

Expository Grades 8–10				
Score	0 None	1 Limited	2 Partial	3 Full
<b>Overview</b>	There is either no response or an illegible response to the title, the introduction, the details, or the conclusion.	The response is unrelated to the topic or is insufficient.	The response is on topic and generally related to the sources. Detail(s) may be unclear, missing, or in the wrong order. Ideas may be weakly related. Responses may be verbatim from the passage.	The response is on topic and closely related to the sources. Student created title, introduction, details, and conclusion. Incorporates a logical structure and one detail from each source in the correct order. Key words may be verbatim.
<b>Title</b>	<ul style="list-style-type: none"> <li>no response</li> <li>illegible writing without annotations</li> <li>scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>title is <b>unrelated</b> to the passage, topic, or purpose</li> <li>title is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>title is <b>generally</b> related to the passage, topic, or purpose</li> <li>title may be verbatim of the passage or title</li> </ul>	<ul style="list-style-type: none"> <li>title is <b>closely</b> related to the topic, passage, or purpose of the passage</li> <li>title is not verbatim, but may include one or two words from the passage title</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>no response</li> <li>illegible writing without annotations</li> <li>scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>introduction is <b>unrelated</b> to the passage, topic, or purpose</li> <li>introduction is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>introduction includes ideas that are <b>generally</b> related to the passage, topic, or purpose</li> <li>structure may be illogical</li> <li>introduction may be verbatim from passage</li> </ul>	<ul style="list-style-type: none"> <li>introduction identifies the topic or <b>clearly</b> addresses the purpose</li> <li>structure is logical</li> <li>some key words may be verbatim from the passage</li> </ul>
<b>Details</b>	<ul style="list-style-type: none"> <li>no response</li> <li>illegible writing without annotations</li> <li>scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>details/facts are <b>unrelated</b> to the passage, topic, or purpose</li> <li>details/facts are insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>two details/facts are given, but not in the requested order</li> <li><u>or</u> two details/facts are given, but are both from the same source,</li> <li><u>or</u> includes a minimum of one detail/fact generally related to the passage, topic, or purpose</li> <li>detail(s)/fact(s) may be unclear or vague</li> <li>detail(s)/fact(s) may be verbatim from passage</li> </ul>	<ul style="list-style-type: none"> <li>the first detail/fact must be from the primary source and <b>clearly</b> support the topic or purpose</li> <li>the second detail/fact must be from the secondary source and <b>clearly</b> support the topic or purpose</li> <li>some key words may be verbatim from the passage</li> <li>brief details from fact sheets and timelines may be verbatim</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>no response</li> <li>illegible writing without annotations</li> <li>scribble marks and/or lines</li> </ul>	<ul style="list-style-type: none"> <li>conclusion is <b>unrelated</b> to the passage, topic, or purpose</li> <li>conclusion is insufficient, i.e., there is an inadequate amount of text to determine intent</li> </ul>	<ul style="list-style-type: none"> <li>conclusion provides a general <b>summary</b> of the passage, topic, or purpose</li> <li>conclusion may be the same as the introduction</li> <li>conclusion may include detail(s) rather than a general summary or restatement of the purpose</li> <li>conclusion may be verbatim from the passage</li> </ul>	<ul style="list-style-type: none"> <li>conclusion is on topic AND provides a clear summary that is <b>closely</b> related to the topic or purpose of the passage</li> <li>some key words may be verbatim from the passage</li> </ul>

"insufficient" is defined as an inadequate amount of text to determine intent.





Manny Diaz Jr.  
Florida Commissioner of Education