

FSAA Quick Reference Guide

Videos

- Writing: Open Response Writing Prompt Video

<https://fsaa.fsassessments.org/-/media/project/client-portals/florida-alt/video/2021q3/writing-prompt-example.mp4>

- Scaffolding Example A – Students gives wrong response

<https://fsaa.fsassessments.org/-/media/project/client-portals/florida-alt/video/2021q3/scaffolding-example-a.mp4>

- Scaffolding Example B – Students gives no response

<https://fsaa.fsassessments.org/-/media/project/client-portals/florida-alt/video/2021q3/scaffolding-example-b.mp4>

- FSAA – PT Teacher administration Manual

<https://fsaa.fsassessments.org/-/media/project/client-portals/florida-alt/pdf/2021q3/fsaa-performance-task-tam.pdf>

Test Sessions

Each content test has 2 sessions except ELA 4-10 has 3 sessions. The 3rd session is writing.

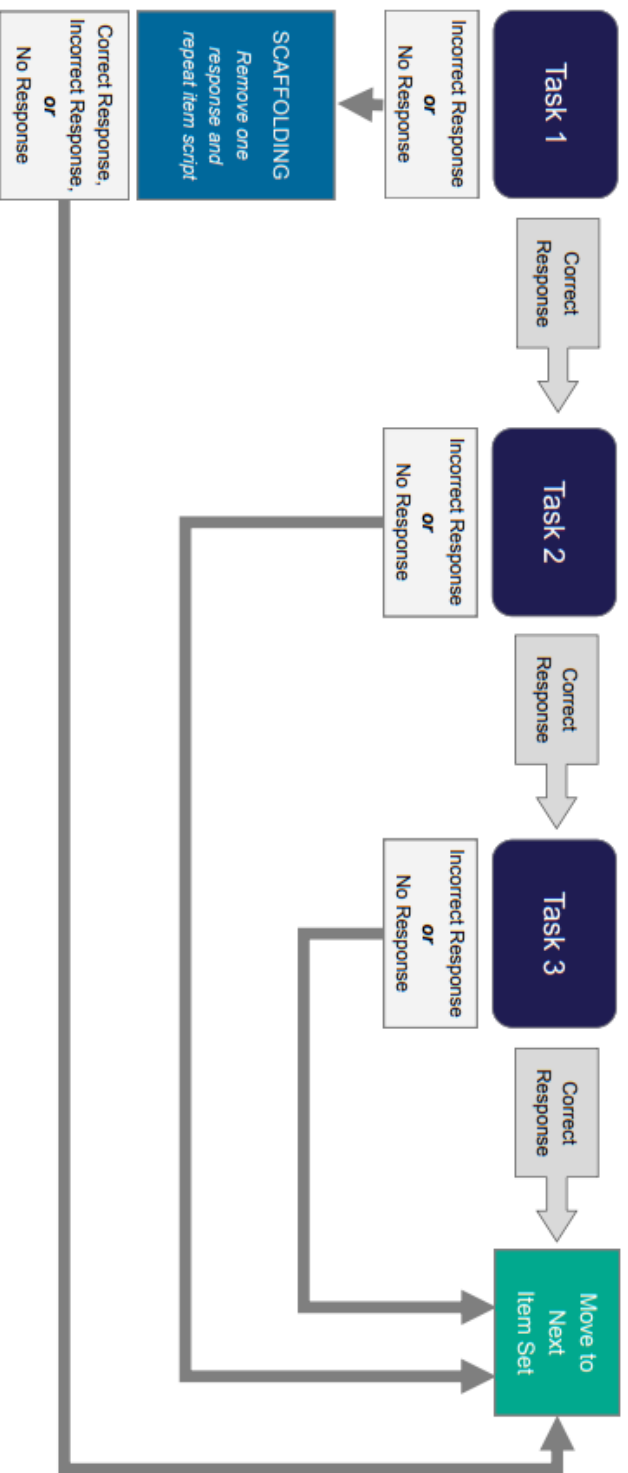
2021–2022 FSAA—PERFORMANCE TASK GRADE LEVELS AND CONTENT AREAS ASSESSED

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.

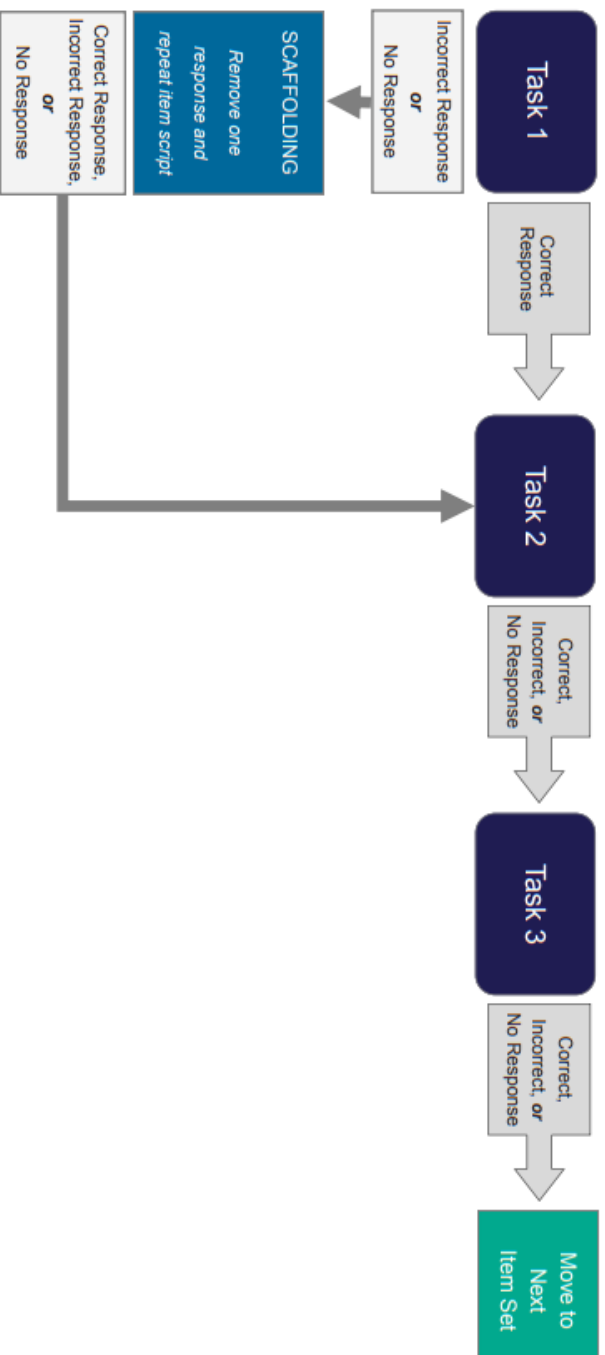
Session 1 Administration

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, all addressing Access Points at varied levels of complexity. The student enters the item set at the lowest level of complexity. As the student moves up through the tasks in an item set, the level of difficulty increases. Scaffolding procedures at the Task 1 level will be discussed in detail on [page 35](#).



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.

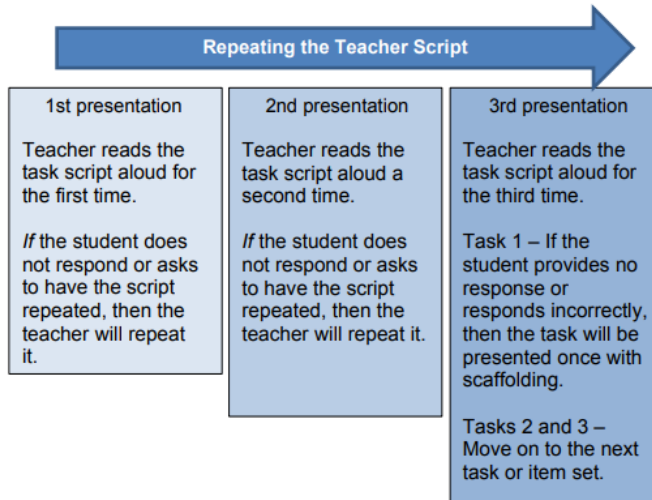


The preceding flowchart depicts the Session 2 administration process. Each student starts at Task 1, then moves on to Task 2 and Task 3 regardless of whether he or she responded correctly, incorrectly, or with no response. Scaffolding procedures apply at Task 1 for Session 2 administration. See the *Scaffolding* section on [page 35](#).

Repeating the Teacher Script

Follow the administration directions and read the task script (*boldfaced, italicized* wording) to the student.

- 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 script can be repeated up to two times. See the diagram below.



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.

Procedure for repeating the passage: The passage is not part of the teacher script and therefore should not be repeated as part of it. The passage may be repeated upon student request.