



# The Decision for Alternate Assessment

## **Mission Statement:**

To provide resources that facilitate the teaching and learning of ACCESS Points.

## **Vision Statement:**

All students living independent and fulfilling lives.

- Understand the concept of Least Dangerous Assumption and how it colors our work
- Understand Florida's model of access to the standards for students with a significant cognitive disability

Florida has **a standards driven system for all students**. Next Generation Sunshine State Standards and the Florida Standards Access Points **drive the curriculum, instructional strategies, and assessment**.

Individual Education Plan (IEP) teams must carefully consider the overall impact of qualifying a student for **alternate achievement standards and assessment**, recognizing that such curriculum decisions can significantly impact the extent of a student's access to postsecondary opportunities.

Challenges associated with meeting a student's needs as they relate to behavior, ESE service delivery, and/or the availability of support staff on the school campus **must not** factor into the determination of whether a student meets the criteria to receive instruction in Access Points.

The focal point for discussion is the impact of the student's cognitive disability and **how it affects all aspects** of the student's academic, independent functioning, community living, leisure, and vocational activities and potential for independent adult living.

IEP teams must have a clear understanding of the difference between accommodations and **modifications**.

<http://fldoe.org/core/fileparse.php/7690/urlt/0070069-accomm-educator.pdf>

*The decision for a student to receive instruction in Access Points and participate in FSAA is an IEP team decision guided by:*

- **FLDOE Assessment Planning Resource Guide for Individual Educational Plan (IEP) Teams**
- **Checklist for Course and Assessment Participation.**



# Questions to Guide the Decision-Making Process to Determine How a Student With Disabilities Will be Instructed and Participate in the Statewide Standardized Assessment Program

1. Does the student have a significant cognitive disability?

2. Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, **does the student require modifications**, as defined in Rule 6A-6.03411(1)(z), F.A.C., to the grade-level general state content standards pursuant to Rule 6A-1.09041, F.A.C.?

3. Does the student require direct instruction in academic areas of English language arts, mathematics, social studies and science based on access points in order to **acquire, generalize and transfer skills across settings?**

If the IEP team determines that **all three of the questions accurately characterize a student's current educational situation**, then the student should be enrolled in access courses and the Florida Alternate Assessment should be used to provide meaningful evaluation of the student's current academic achievement.

If there is any doubt regarding the appropriateness of a student's participation in Florida Standards Access Points, IEP teams are encouraged to allow the student to begin or continue a Florida Standards, general education course of study, while implementing appropriate accommodations to ensure student access.

- Courses containing these standards, also known as *access courses*, were developed to support access for all students to the general education standards.
- ACCESS courses are designed to be setting neutral

# Algebra - Access Algebra

- Algebra 1 (#1200310)

66 Course Standards

- Access Algebra 1 (#7912075)

66 Course Standards

66 Items

[MAFS.912.A-APR.1.1](#) Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multip...

Resources Courses

[MAFS.912.A-APR.2.3](#) Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the ...

Resources Courses

[MAFS.912.A-CED.1.1](#) Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and s...

Resources Courses

[MAFS.912.A-CED.1.2](#) Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Resources Courses

[MAFS.912.A-CED.1.3](#) Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable o...

Resources Courses

[MAFS.912.A-APR.1.1](#) Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multip...

Resources Courses

[MAFS.912.A-APR.1.AP.1b](#)

Understand the concepts of combining like terms and closure.

[MAFS.912.A-APR.1.AP.1c](#)

Add, subtract, and multiply polynomials and understand how closure applies under these operations.

[MAFS.912.A-APR.2.3](#) Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the ...

Resources Courses

[MAFS.912.A-APR.2.AP.3a](#)

Find the zeros of a polynomial when the polynomial is factored (e.g., If given the polynomial equation  $y = x^2 + 5x + 6$ , factor the polynomial as  $y = (x + 3)(x + 2)$ . Then find the zeros of  $y$  by setting each factor equal to zero and solving.  $x = -2$  and  $x = -3$  are the two zeroes of  $y$ ).

[MAFS.912.A-APR.2.AP.3b](#)

Use the zeros of a function to sketch a graph of the function.

# Florida Department of Education Bureau of Exceptional Education and Student Services

## **Guidance Document: Significant Cognitive Disabilities**

<http://www.fldoe.org/core/fileparse.php/7571/urlt/guidancesignificantcognitivedisabilitiesatt.pdf>



Florida Department of Education Bureau of  
Exceptional Education and Student Services

**Technical Assistance Paper**  
**Statewide Assessment for Students with**  
**Disabilities**

<https://info.fldoe.org/docushare/dsweb/Get/Document-7301/dps-2014-208.pdf>

**“The greater danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.”**

*- Michelangelo*



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All students living independent and fulfilling lives.

ACCESS – A BESS DISCRETIONARY PROJECT

[www.accesstofls.weebly.com](http://www.accesstofls.weebly.com)