

LOCAL INSTRUCTIONAL IMPROVEMENT SYSTEMS
MINIMUM STANDARDS
DECEMBER 2011

Florida Department of Education
325 West Gaines Street
Tallahassee, Florida

Florida LHS Minimum Standards

1.0 Standards and Curriculum	
Item	Requirement Description
1.1 Benchmarks	
1.1.1	Ability to store benchmark structure, hierarchy, and terminology.
1.1.2	Ability to manage multiple levels of benchmarks (i.e. content area, level, strand, standard, topic).
1.1.3	Ability to search and view benchmarks by applying multiple filters including, but not limited to: <ul style="list-style-type: none"> a. source b. state or district course or subject (i.e., Math, Reading, Science) c. grade level d. grade range (i.e. 2 to 4) e. keyword f. ID number g. level (i.e. strand, level, topic)
1.1.4	Ability to link benchmarks to any level of curriculum, such as courses, units, objectives, activities, or instructional materials and/or resources.
1.1.5	Ability to view benchmarks and their links to including, but not limited to the following: <ul style="list-style-type: none"> a. assessments b. assessment items c. course objectives d. activities e. lesson plans f. instructional materials and/or resources
1.1.6	Ability to display alignment of course curriculum to benchmarks.
1.2 Curriculum Design and Management	
1.2.1	Ability to store course curriculum structure, hierarchy, and terminology.
1.2.2	Ability to link course content to course IDs, sections, and sessions (i.e. lab, lecture).
1.2.3	Ability to create and manage multiple, hierarchical benchmark-aligned curriculum guides including, but not limited to curricular components for: <ul style="list-style-type: none"> a. courses b. units c. objectives d. activities e. assignments f. instructional materials and/or resources g. assessments

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Item	Requirement Description
2.0 Instructional Practices	
2.1 Instructional Materials and/or Resources	
2.1.1	Ability to create instructional materials and/or resources including, but not limited to the ability to: <ul style="list-style-type: none"> a. align to multiple benchmarks and/or multiple subjects b. classify by subject and grade or level c. indicate file type (i.e. video, audio) d. include a description of the instructional material/resource e. include a web address f. attach a file (i.e. graphic, chart, spreadsheet, map, etc.)
2.1.2	Ability to link aligned instructional materials and/or resources to create a unit.
2.1.3	Ability to search and view instructional materials and/or resources (units, activities, assessments, and resources) by applying multiple filters including, but not limited to: <ul style="list-style-type: none"> a. keyword b. benchmark c. subject and/or course d. grade and/or grade range e. file type f. source g. author h. cognitive complexity level/depth of knowledge (i.e. Bloom's, Marzano's, Webb's) i. subgroups (i.e. Exceptional Student Education (ESE), gifted, etc.) j. level (i.e. Elementary, Middle School, High School) k. cost
2.2 Lesson Plans	
2.2.1	Ability to create a lesson plan by selecting a set of activities and assigning them to an individual student, group of students, or entire class for a particular timeframe.
2.2.2	Ability to create a lesson plan from a common template including, but not limited to the ability to: <ul style="list-style-type: none"> a. align lessons to multiple benchmarks and subjects b. indicate the time required to complete the lesson c. include differing procedures for various student groups (i.e. gifted) d. include objectives to be covered in the lesson e. include comments about the lesson f. attach supplemental files (i.e. handouts, assignments, assessments, supplemental information, etc.) g. include a list of assignments for the lesson h. include assessments and interventions for students failing to demonstrate mastery
2.2.3	Ability for multiple teachers to contribute to a single lesson plan.
2.2.4	Ability to create multiple lesson plans for the same course.
2.2.5	Ability to share lesson plans within a group, location, or other organizational structure.

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2.0 Instructional Practices	
Item	Requirement Description
2.3 Class Data Management	
2.3.1	Ability to view all assigned course sections including, but not limited to: <ul style="list-style-type: none"> a. student roster b. historical assessment results c. historical grades
2.3.2	Ability to view lesson plans by day, week, and month.
2.3.3	Ability to create differentiated learning groups based on data and reports.
2.3.4	Ability to assign a student as a member of multiple learning groups.

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3.0 Assessment and Growth	Requirement Description
Item	
3.1 Assessment Items	
3.1.1	Ability to support what you see is what you get (WYSIWYG) entry of assessment questions and answers from a web browser.
3.1.2	Ability for staff to create original items including the ability to copy and paste from word processing documents or other files.
3.1.3	Ability to create items for paper-based and/or computer-based assessments including, but not limited to: <ul style="list-style-type: none"> a. rubric-scored b. observational c. checklist d. multiple choice e. open-ended short-answer f. gridded response g. essay h. true/false
3.1.4	Ability to create mathematical equations.
3.1.5	Ability to check for grade-level vocabulary or synonym.
3.1.6	Ability to use external graphics software packages for the construction of assessment items.
3.1.7	Ability to apply formatting to an assessment item.
3.1.8	Prohibits the modification of a copyrighted item.
3.1.9	Ability to store and update the following information for each item, where appropriate: <ul style="list-style-type: none"> a. complete description of the item b. scoring rules (i.e. correct answer, points for each response option, points for item) c. item distracters d. item resources (i.e. resources needed to administer the item graphics, tools, passages, artwork, reference materials) e. item statistics (i.e. difficulty level, quality of each distracter) f. assessment item history usage statistics g. scoring rubric h. item difficulty level i. point biserial j. p-value (probability) k. DIF - Differential Item Function l. source, copyright, and permission documentation for assessment items and their prompts m. related benchmarks, skills, or competencies n. related curriculum objective o. cognitive complexity level/depth of knowledge p. grade level q. subject area r. indicator for school district benchmark assessment items and other teacher-developed assessment items
3.1.10	Ability to store audio files, video files, interactive (i.e. flash) objects and test-taker tools such as rulers, calculators, and protractors.

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3.0 Assessment and Growth	
Item	Requirement Description
3.1.11	Ability to link assessment items and their associated passages including, but not limited to: a. ability to keep all assessment items linked to a passage grouped together b. ability to keep all assessment items linked to a passage presented in the same order
3.1.12	Ability to attach criteria of expected performance (i.e. rubric) to the assignment:
3.1.13	Ability to search and filter items by: a. benchmark b. curriculum objective c. keyword d. grade level e. subject area f. item difficulty level g. assessment item type h. cognitive complexity level/depth of knowledge (i.e. Bloom's, Marzano's, Webb's) i. author j. source
3.1.14	Ability to restrict teachers from adding items or modifying existing items based on school preference.
3.1.15	Ability to access, add, delete, and replace assessment items from the publisher's assessment items by authorized personnel based on license rights by organization (i.e. class, school, school district, etc.)
3.1.16	Ability to secure items for school district or school-based assessments and classroom assessments.
3.2 Assessment Authoring and Creation	
3.2.1	Ability for authors to create, edit, and delete their own assessments including customized benchmark tests which correlate to state content benchmarks.
3.2.2	Ability to store assessments and retrieve based on author, title, date, benchmarks.
3.2.3	Ability to include URL links as part of assessment instruction with consideration to security issues.
3.2.4	Ability to include video, audio, multimedia, and streaming media.
3.2.5	Ability to divide items into groups on an assessment based on: a. topics b. item type c. curriculum objective d. cognitive complexity level/depth of knowledge e. item difficulty level f. benchmark
3.2.6	Ability to store, print and provide necessary keys for paper-based assessments including, but not limited to these types of items: a. rubric-scored b. observational c. checklist d. multiple choice e. open-ended short-answer f. gridded response g. essay h. true/false

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3.0 Assessment and Growth	
Item	Requirement Description
3.2.7	Ability to administer computer-based assessments in multiple formats including, but not limited to: a. multiple choice b. open-ended short-answer c. essay d. true/false
3.2.8	Ability to differentiate when an item was used as interim or summative to clarify the test environment.
3.2.9	Ability to vary assessment attributes including, but not limited to: a. randomly selecting questions based upon predetermined criteria b. randomly presenting items c. varying the number of items in a list d. option to shuffle choices in lists; each time answer options are presented e. using HTML display formatting for text (i.e. bold, italics, colored fonts), images, sound, videos, and flash animation
3.2.10	Ability to deliver items in sequential order.
3.2.11	Ability to search and view explicit criteria in a variety of formats including, but not limited to samples of student work with connections to rubric or score expectations.
3.2.12	Ability to modify assessment on the basis of age, grade and special needs including, but not limited to: a. modifying font size and organization of the assessment sections b. customizing assessment instructions c. decreasing the number of items
3.2.13	Ability for author to create timed or untimed tests.
3.2.14	Ability to create untimed question blocks (time out) to provide introductions/information.
3.2.15	Ability to meet timing/scheduling accommodations including, but not limited to the following: a. Ability to provide flexible, individualized timing b. Ability to save completed responses and save stopping points during breaks c. Ability to turn off the monitor or blank the screen temporarily
3.2.16	Ability to create and access a brief, hands-on tutorial one must complete before beginning the official, timed test.
3.2.17	Ability to print preslugged answer sheets.
3.2.18	Ability for author to determine if an assessment will be shared among other authors or if an assessment needs to be secure and protected from other authors.
3.3 Assessment Assignment and Delivery	
3.3.1	Ability to schedule assessment online.
3.3.2	Ability to assign assessments to individual students.
3.3.3	Ability to restrict assignment of online assessment based on security access.
3.3.4	Ability to predetermine number of student assessment takers.
3.3.5	Ability to restrict assignment of assessment to only those assessments scheduled to be used.
3.3.6	Ability to limit access to an assessment within date limits.

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3.0 Assessment and Growth	Requirement Description
Item	
3.3.7	Ability for user to view assessments to be administered by: a. assessment name b. course/section c. subject d. grade level e. administration start date f. administration end date g. score due date
3.3.8	Ability to deliver assessments via the intranet/internet any time, anywhere as follows: a. based on predetermined access schedule b. based on teacher discretion c. guided by school district policy including, but not limited to: i. ability to restrict browser to assessment environment only ii. ability to restrict student access to a range of IP addresses d. via wireless computing devices, such as computers, laptops, tablets, and handheld devices Ability to take test using handheld responders and other alternative input devices. Ability to meet accommodations including, but not limited to the following: Presentation: Accommodations a. Ability to self-select print size or magnification. b. Provide graphics and text-based user interfaces c. Minimize scrolling difficulties d. Ability to vary screen size e. Minimize negative effects of magnification on graphics and tables. f. Ability to self-select audio (screen reader), alternate language, or signed versions of instructions and test items, where appropriate g. Ability to have instructions repeated as often as student chooses h. Ability to vary audio speed and quality of audio presentation i. Ability to use screen reader that converts text into synthesized speech or Braille j. Ability to use alternative text or "alt tags" for images k. Ability to use color contrast for background and overlaying text l. Ability to flag existence of tactile graphics or three-dimensional models m. Ability to use multiple screen and text colors n. Ability to provide audio/reading of assessment items to students (and their responses), as appropriate o. Ability to accommodate visually impaired students Response Accommodations a. Ability to have multiple options for selecting response including, but not limited to: mouse click, keyboard, touch screen, speech recognition, assistive devices to access the keyboard (i.e. mouth stick or head wand) b. Ability to print paper-based assessment for use in place of computer (i.e. extended response items)
3.3.9	
3.3.10	

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3.0 Assessment and Growth	
Item	Requirement Description
3.3.11	Ability to restrict the test-taker's access to assessments based upon levels set by the district including, but not limited to: a. number of times accessed b. date and time of access c. assessment time limit
3.3.12	Ability to require proctor's name and password before assessment is started.
3.3.13	Ability to limit proctor's login from a range of IP addresses.
3.3.14	Ability to control time limits for the administration of an assessment.
3.3.15	Ability to accept results if time limits are exceeded.
3.3.16	Ability to notify test taker when time is about to expire.
3.3.17	Ability to prevent printing, screen captures, and saving to HTML during assessment session.
3.3.18	Ability to access approved online tools during testing session with ability to toggle OFF including, but not limited to help tools, rulers, and protractors.
3.3.19	Ability for students taking the online assessment to change answers for each section of the assessment before submitting the test.
3.3.20	Ability for students taking the online assessment to randomly answer questions.
3.3.21	Ability to continuously and automatically save student responses during an assessment.
3.3.22	Ability to identify a student who did not take a required assessment.
3.3.23	Ability to use handheld devices to collect attendance and enter grades.
3.4 Scoring	
3.4.1	Ability to create an answer key or rubrics.
3.4.2	Ability to score each individual benchmark assessed.
3.4.3	Ability to store scoring keys including, but not limited to: a. scoring rubrics for teacher assessment of open-ended/constructed response and essay items. b. scoring rubrics for polytomous items c. rubric grading scales d. secure answer keys e. associated resources such as anchor papers, annotations, training sets, and qualifying sets
3.4.4	Ability to score assessments online.
3.4.5	Ability to manually enter student results data including the ability to adjust or override scanned scores.
3.4.6	Ability to use scoring aggregation on other levels.
3.4.7	Ability to immediately access results when assessments are scored by the system.

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3.0 Assessment and Growth

Item	Requirement Description
3.4.8	Ability to sort assessment by benchmarks or strands by:
a.	Raw Scores
b.	Percent Correct
c.	Mean Score
d.	Weighted Scores
e.	Percentiles
f.	Standings
g.	Medians
h.	Standard Deviations
i.	Range
j.	Standard Scores
k.	Grade Equivalent Scores
l.	Normal Curve Equivalents
m.	Performance Categories
n.	Quartiles
o.	Number Tested

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4.0 Facilitator Profile	Requirement Description
4.1 Staff Information	
4.1.1	Ability to store demographic information consistent with state data reporting requirements.
4.1.2	Ability to store staff information including, but not limited to: a. school assignment b. position type c. job classification d. degrees e. certification, including renewal data. f. mentoring program activity g. leadership activities h. performance history i. supervision and evaluation history j. compensation structure
4.2 Proficiencies	
4.2.1	Ability to store and link staff proficiencies by: a. school level (i.e. pre-k, elementary, middle, high school) b. individual staff (i.e. instructional, leadership, support) c. job classification d. grade level e. subject area f. group of staff (i.e. teams, lesson study groups, department) g. certification/licensure h. professional development program i. course description/course catalog j. benchmarks k. curriculum l. instructional materials and/or resources m. assessment strategies n. student needs
4.2.2	Ability to categorize staff proficiencies according to: a. skills b. knowledge c. behavioral characteristics (i.e. effective oral and/or written communication, strong interpersonal skills)
4.2.3	Ability to edit or create new professional development proficiencies.
4.3 Professional Development Plans	
4.3.1	Ability to create and update professional development plans including, but not limited to: a. proficiencies required b. proficiencies mastered, including acquisition date c. description of how proficiencies will be obtained

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4.0 Facilitator Profile	Requirement Description
Item	
	j. state standards for professional development
	k. evaluations
	l. employee classification
	m. subject area
	n. grade level
	o. student needs
	p. indicator if training is mandatory
	q. course listing which includes an overview of the class with objectives
4.4.2	Ability to create professional development program evaluations including, but not limited to these question types:
	a. single line of text
	b. multiple lines of text
	c. multiple choice by drop down
	d. rating scale by drop down
	e. project rubric
4.4.3	Ability to create and update preapproved professional development instructors.
4.4.4	Ability to create and update preapproved professional development locations.
	4.5 Managing/Scheduling Professional Development Offerings
4.5.1	Ability to create an electronic catalog of professional development offerings.
4.5.2	Ability to search and view professional development offerings on a variety of parameters including, but not limited to:
	a. key words
	b. timeframe
	c. proficiencies
	d. employee classification
	e. subject area
	f. grade level
	g. student needs
	h. school type
	i. school level
	j. AYP status
	k. school
	l. credit type
	m. location
	n. benchmarks
	o. certificate categories
4.5.3	Ability to search and view professional development offerings whether offered by the school district or other organizations.
4.5.4	Ability to schedule professional development offerings including, but not limited to:
	a. scheduling of multiple sessions of the same activity
	b. assignment of preapproved locations
	c. assignment of preapproved instructors
	d. setting registration as open enrollment or pre-approval