

**Florida Standards
Assessments (FSA)
Spring 2021**

**Midway Elementary
School of the Arts**

Agenda



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SEMI-SOUL-EAST COUNTY PUBLIC SCHOOLS

- What are the Florida Standards Assessments?
 - Subjects and Grades Assessed
 - Test Schedule
 - Test Timing
 - Test Design and Test Item Types
 - State Science Assessment
 - Score Information
- How are FSA results used?
- Helpful Resources

What are the Florida Standards?



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- The Florida Standards were adopted in 2014 in English/Language Arts and Mathematics to help prepare Florida students for success in college, career, and in life by emphasizing analytical thinking skills.
- The Florida Standards Assessments (FSA) provides a more authentic assessment of the Florida Standards because they include multiple choice, create graphs, interact with test content, and write and respond in different ways than required on traditional tests.
- Question types will assess students' higher-order thinking skills in keeping with the higher expectations of the Florida Standards.

Benchmarks for Excellent Student Thinking (B.E.S.T) Standards



- Timeline for the implementation of the new B.E.S.T standards.

	2020-2021	2021-2022	2022-2023
PROFESSIONAL DEVELOPMENT	Begins for ELA and Math	Continues for ELA and Math	Continues for ELA and Math
STANDARDS	Current ELA and Math	New K-2 ELA Current 3-12 ELA Current K-12 Math	New ELA and Math
INSTRUCTIONAL MATERIALS ADOPTION PROCESS	K-12 ELA	K-12 Math	K-12 Social Studies
CURRICULUM IMPLEMENTATION	Current ELA and Math*	New K-2 ELA Current 3-12 ELA* Current K-12 Math*	New ELA and Math
STATEWIDE ASSESSMENTS	Current ELA and Math	Current ELA and Math	New ELA and Math

* Recommended since current statewide assessments still in place, but this is a district decision.

Who participates?



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- Per Florida Statute 1008.22, **all public-school students** are required to participate in the statewide assessment program.
 - All English Language Learners (ELLs) must participate in FSA assessments (including ELA). This includes ELLs who have been enrolled in school in the U.S. for less than one year.
 - Accommodations may be provided to students with a current Individual Education Plan (IEP) or Section 504 Plan.
 - Types of accommodations include:
 - Flexible Presentation
 - Flexible Responding
 - Flexible Scheduling
 - Flexible Setting
 - Assistive Devices & Tools
 - Large Print, One-Item-Per-Page, Braille

What subjects and grades are tested?

All tests will be paper-based and MUST be given at the school.

- **Grades 3-5 FSA English Language Arts (ELA) Reading**
- **Grades 4-5 FSA Writing**
 - A student must take both the Writing and Reading tests to receive an FSA ELA score.
- **Grades 3-5 FSA Mathematics**
- **Grade 5 Statewide Science**

What are the test windows?



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Assessment	Grade Level	Test Date(s)
FSA Writing	Grades 4 and 5	April 6 (Tuesday) Make-ups: April 7 – 30 Make-ups: TBD (May)
FSA ELA	Grade 3	April 13 & 14 (Tuesday & Wednesday) Make-ups: April 14 – 30
FSA ELA	Grades 4 and 5	May 4 & 5 (Tuesday & Wednesday) Make-ups: May 5 – 18
FSA Math	Grades 3-5	May 11 & 12 (Tuesday & Wednesday) Make-ups: May 12 – 18
State Science	Grade 5	May 17 & 18 (Monday & Tuesday) Make-ups: May 18 – May 21

Testing windows were extended so that schools can test all students.

Are the tests timed? **YES!**

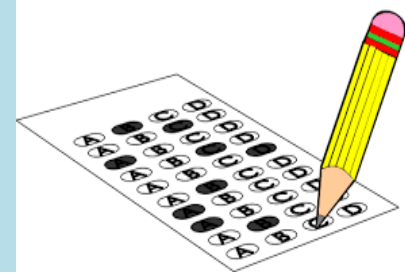


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- **FSA Writing – Grades 4 and 5**
 - 120 minutes (1 session)
 - A **3-minute break** after 60 minutes of testing
- **FSA ELA Reading – Grades 3, 4, and 5**
- **FSA Mathematics – Grades 3, 4, and 5**
- **Statewide Science – Grade 5**
 - 160 minutes over two days
 - 80 minutes – Day 1 (short break after 40 minutes)
 - 80 minutes – Day 2 (short break after 40 minutes)



Paper-based Test Materials



- **Grade 3-5 ELA Reading & Mathematics**
 - Students will receive a Test and Answer Book
 - Students will work problems in their test and answer book
- **Grades 4 and 5 Writing**
 - Students will receive a Writing Planning Sheet and a Test and Answer Book
- **Grade 5 Science**
 - Students will receive a Test Book and an Answer Book/Sheet
- *Practice Tests have been developed by DOE. Students will have an opportunity to take a paper-based practice test at the school prior to the actual test.*
 - *Available on the FSA portal for public access.*
[Go to fsassessments.org](https://fsassessments.org) > Practice Tests

Test Design Information



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- <https://fsassessments.org/about-the-fsas.shtml>
- Test Design Information:
 - Statewide Assessment Program Information Guide
This document provides information about the Florida Standards Assessments (FSA) and the Next Generation Sunshine State Standards (NGSSS) assessments, including the considerations governing item and test development, the mechanics of item and test scoring, and the meaning of the different assessment scores.
 - Test Item Specifications and Test Design Summaries
These documents are a resource that defines the content and format of the test and test items. Also, indicates the alignment of items with the Florida Standards.

Test Design – ELA (Reading & Writing)



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ELA-READING CONTENT CATEGORIES

Grades 3-5

Approximate percentage of raw score points for each category.

Reading Text Types	Literature - 50% Informational - 50%
Key Ideas and Details	15-25%
Craft and Structure	25-35%
Integration of Knowledge and Ideas	20-30%
Language and Editing	15-25%
Text-Based Writing (Grades 4-5)	Determined each year
Total Number of Items	56-60

ELA

PERCENTAGE OF POINTS BY DEPTH OF KNOWLEDGE (DOK)* LEVEL

Grades 3-5

DOK Level 1 (Low)	10-20%
DOK Level 2 (Mod)	60-80%
DOK Level 3 (High)	10-20%
Note: Text-based Writing (G4-5) component is a DOK Level 3 task.	
<i>*DOK refers to the complexity level of the cognitive process demanded by a test item rather than the difficulty of the item. Level 1: Recall and Reproduction, Level 2: Skills and Concepts, and Level 3: Strategic Thinking</i>	

❖ Grades 3-5 ELA Test Item Specifications

<https://fsassessments.org/about-the-fsas.stml>

Approximately 6-10 items within the Reading and Language components listed above are field test items are included in the ranges above but are **not** included in the students' score.

Test Design - Reading



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- Two types of Reading passages:
 - **Informational:** provide readers with facts about a particular subject and may include magazine and newspaper articles, editorials, and biographies
 - **Literary:** written primarily for reader's enjoyment and may include short stories, poems, folk tales, and selections from novels
 - Students are also asked to evaluate and correct grade-level errors in a "draft" essay
- Approximate Word Count Range for Text or Text Set
 - Grade 3: 100-700
 - Grade 4: 100-900
 - Grade 5: 200-1000

Test Design - Writing



- **FSA Writing (Grades 4 and 5)**
 - Writing component consists of one text-based constructed-response item
 - Students read a variety of texts and respond to a prompt
 - Prompt will ask for the student's opinion or ask the student to inform/explain
 - Students will draw upon the texts to provide evidence and information to support their claims or explanations
 - Writing Score (10 raw score points) – there are 3 domains:
 - Purpose, Focus, and Organization (4 points)
 - Evidence and Elaboration (4 points)
 - Conventions and Standard English (2 points)

Writing Rubric and Sample



Grades 4-5 Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)		
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Strongly maintained controlling idea with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Relevant evidence integrated smoothly and thoroughly with references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied language demonstrating language facility
		<p>Conventions of Standard English (2-point Rubric begins at score point 2)</p> <p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage, but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling

Businesses that are opened by children are big or small services that teach important skills. These businesses are time occupying activities that children have to work hard in. According to the articles, children should start businesses. There are many reasons why children should start businesses.

One reason why children should start businesses is that it would teach children organizational skills. According to the text, May Lam's daughter sold cookies for her classmates' birthdays. This means that she would have had to plan which types of cookies and how many to bring to the birthdays. She also had to plan when she was going to bake the cookies, and when to bring them to the parties. The source states, Jeff Scott's son offered a lawn mowing and yard services as his business. This matters because when Jeff Scott's son goes to mow a lawn, he has to get his lawn mower. He has to make sure the lawn mower has enough gas, and take care of it so it doesn't break.

Another reason why children should start a business is that the children will learn time management. In the text it states, when children open a business, they need to keep track of the business and their school work. This means that children would have to think about when they will do school work and when they will work on the business. By learning this skill at a young age, they most likely will master and use it in the future. The author says, the children need to balance after-school activities and business. This is important because the child needs to make sure that he or she attends the after-school activity and still have time for the business.

In conclusion, these were some of the many reasons why children should start a business. Organizational skills and time management are both skills that a child would learn from their business.

Writing Passage & Prompt



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Read the "Should Elementary School Students Switch Classes?" passage set.

Should Elementary School Students Switch Classes?

Source 1: Difficult Decisions for Schools

by Lillian James

1 If your school is like most elementary schools, you stay with the same teacher to learn subjects like math, reading, science, and social studies. You might switch classes for gym, music, or art. But when you get to middle school, you'll likely have a different teacher for each subject. Some people wonder whether students should switch classes earlier than in middle school.

Source 2: Deeper Learning Through Specialization

by Leon Samuels

6 Nearly every high school in the country has different departments for each subject. The math teacher has a math background. The science teacher has a deep understanding of earth science or physics. These teachers get to teach what they know and take pride in knowing it well.

Source 3: One Student, One Teacher

by Lucille Ruby

13 Young children need guidance, support, and stability. According to Donna Snyder, a professional development expert, this is provided by children's classroom teachers. By staying in one classroom with one teacher for the whole day, the youngest students can bond with their teachers. This connection with their teacher gives the young student confidence and creates a safe environment for learning.

Write an article for the school newspaper in which you give your opinion about whether students in your school should switch classes for different subjects. Use information from the passages in your article.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to include

- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

Grade 5 Sample

Writing Testing Tips



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1. Read the prompt and determine whether it is asking for information/explanation, or an opinion/argument
2. Read the texts, looking for details to support information or opinion/argument
3. Use the Planning Sheet to organize thoughts and details
4. Write and edit response. **Make sure it contains:**
 - Clearly stated and strongly maintained idea or argument
 - Details from the passages to support idea or argument
 - Variety of sentence types and transitional strategies
 - Clear and effective expression and logical progression of ideas
 - Strong introduction and conclusion
 - Correct spelling and punctuation

Test Item Types – ELA Reading



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- **ELA Item Types**
 - **Multiple Choice**
 - Students select one correct answer from four answer choices.
 - **Editing Task**
 - The student reads a short passage with underlined words or phrases. The student selects the correct word or phrase that should replace the underlined word or phrase from a set of options. One option will always be “correct as is”.
 - **Selectable Text**
 - Excerpted sentences from the text are presented in this item type. These items may have one or two parts. In a two-part selectable text item, Part A might ask the student to make an analysis or an inference, and Part B might require the student to select the text to support the answer in Part A.
 - **Multiselect**
 - The student is directed to select a specific number of correct answers from amount the options provided.
 - **Evidence-Based Selected Response**
 - In the two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple choice, whereas Part B may be either multiple choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A
 - **Table Match**
 - This item type presents options in columns and rows. Options may be words, phrases, sentences, quotations, line/paragraph/passage numbers, or images.
 - **Multimedia**
 - Enhanced content my include multimedia elements such as images, charts, graphics timelines, etc.

Test Item Types – ELA Reading



- **Multiple Choice**

- Students select one correct answer from four answer choices.

13. What does exception mean as it is used in paragraph 8?

- Ⓐ a regular traveler
- Ⓑ a unique individual
- Ⓒ a person who grows vegetables
- Ⓓ a person who does experiments

*Option B: **This answer is correct.** Unlike other people of his time, Jefferson sought out new and unfamiliar experiences.*

Test Item Types – ELA Reading



- **Multiple Choice**

2. Fill in the circle **before** the sentence from Passage 2 that shows why the man believes that his cheeses can bring themselves to the market.

14 (A) THERE was a man of Gotham who filled a sack with cheeses and started off for Nottingham market to sell them. (B) He carried the sack on his back, and when he became tired he sat down by the wayside to rest. (C) Thus he went on until he reached the summit of the last hill he had to climb before he came to Nottingham bridge.

15 (D) There he rested, and when he rose to continue his journey a cheese slipped out of the sack and rolled down the hill toward the bridge.

Option D: This answer is correct. This sentence suggests how the tired man can use the hill to his advantage to help roll the cheese toward the market.

Test Item Types – ELA Reading

• Editing Task

- Students read a short passage with underlined words/phrases.
- Students select the correct word/phrase that should replace the underlined word/phrase from a set of options.

Read the passage and then answer Numbers 5 through 7. There are three underlined words or phrases in the passage to show which word or phrase may be incorrect.

Tomorrow was the spelling bee. Sam was nervous, so he asked his mom to help him practice. If he worked hard, he knew he could learn all of the words.

After school, Sam and his mom began to practice spelling. Sam frowning when he heard the first word: "muscle." He tried to sound it out. He carefully wrote down "mussel." His mom smiled but shook her head. Sam had gotten it wrong.

His mom explained the error, but Sam was upset. He didn't want to practice anymore. But then his mom did something strange. She made a silly, funny face. Sam was surprised, and we started to laugh.

Now answer Numbers 5 through 7. Choose the correct word or phrase for each of the following.

5. If he worked hard, he knew he could learn all of the words.

- (A) word's
- (B) words'
- (C) wordes
- (D) correct as is

Option D: This answer is correct.
This option acknowledges the correct spelling of the underlined word "words."

6. Sam frowning when he heard the first word: "muscle."

- (A) frown
- (B) frowned
- (C) frowns
- (D) correct as is

Option B: This answer is correct.
This option indicates the correct verb tense "frowned" in context.

7. Sam was surprised, and we started to laugh.

- (A) she
- (B) he
- (C) I
- (D) correct as is

Option B: This answer is correct.
This option identifies the correct pronoun "he" to use in the sentence.

Test Item Types – ELA Reading

- **Selectable Text**

- Two-part item:

- Part A asks to make an analysis or inference & Part B requires the student to use the text to support the answer in Part A.

12. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the main idea of Passage 1?

- Ⓐ Scientists want to learn more from Tyrannosaurus Sue’s skeleton.
- Ⓑ Susan Hendrickson accidentally discovered the fossilized bones of a *T. rex*.
- Ⓒ Susan Hendrickson’s discovery has allowed scientists to learn a lot about the *T. rex*.
- Ⓓ Scientists can now study Tyrannosaurus Sue’s bones because of how the skeleton is displayed.

Part B

Fill in the circles **before two** sentences from the passage that support your answer in Part A.

- 5 Ⓒ Paleontologists have learned so much from studying Sue’s bones. Ⓓ From the position of her eye sockets, they’ve learned that Sue had good depth perception. Ⓔ This helped her to be a fierce hunter who could tell how far away her next meal was. Ⓕ From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. Ⓖ From the length of her snout, they’ve discovered that *T. rexes* had a sharp sense of smell—another quality that gave strength to these giant predators.
- 6 Ⓕ Scientists still have many questions and hope to learn even more from Sue. Ⓖ They would like to figure out whether Sue was male or female, to know whether she was warm- or cold-blooded, and to learn more about her daily activities. Ⓗ Thanks to Susan Hendrickson, Peter Larson, and the rest of the team from the Black Hills Institute, paleontologists all over the world will get the chance to continue to study Sue and try to find some of these answers.

Test Item Types – ELA Reading



- **Multi-Select**

- Students are directed to select a specific number of correct answers from among the options provided.

8. Which **two** sentences should be included in a summary of Passage 1?

- (A) Jefferson's garden was on a hilltop in Virginia.
- (B) Jefferson cooked most of his food by boiling it.
- (C) Jefferson wrote the Declaration of Independence.
- (D) Jefferson believed plants were important to society.
- (E) Jefferson kept detailed records of the vegetables he grew.

Option D: This answer is correct. Jefferson's gardening efforts were undertaken because he believed so strongly that plants could benefit society.

Option E: This answer is correct. Jefferson's records of his plants are a prime example of his obsession with gardening, as well as a record of his efforts.

Test Item Types – ELA Reading

- **Evidence-Based Selected Response**
 - Two-part item:
Part A is multiple choice and Part B may be either multiple choice or multiselect

2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of Passage 1?

- Nature can have a powerful effect on people.
- Children need friends who can keep secrets.
- People can find interesting things in forests.
- Children often benefit from being quiet.

Part B

How do Jess and Leslie's actions support the theme from Part A?

- They promise not to tell anyone about Terabithia.
- They are excited about seeing the forest every day.
- They decide not to talk when in the forest.
- They are determined to keep Terabithia sacred.

Part A

Option A: This answer is correct. The beginning of the passage describes how Jess felt energized because he was out in nature. The passage ends by describing how Jess and Leslie are profoundly influenced by the stillness of the pine forest and vow to keep the area sacred.

Part B

Option D: This answer is correct. The key theme of the passage is the influence of nature. A key example of the way this influence is felt is in the commitment Jess and Leslie make at the end of the passage to keep the forest sacred.

Test Item Types – ELA Reading



- **Table Match**

- Presents options in columns and rows. Options may include words, phrases, sentence, quotations, line/paragraph/passage numbers, or images.
- Student is directed to select a box that matches a correct option from a column with a correct option from a row.

5. Fill in **one** bubble in each row to show the order in which events happen in Passage 2.

	First	Next	Then	Finally
Eagle takes Fox to an island.	<input type="radio"/> A	<input checked="" type="radio"/>	<input type="radio"/> C	<input type="radio"/> D
Fox tricks Eagle into giving him her eggs.	<input checked="" type="radio"/>	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
Fox makes up a song to trick the animals.	<input type="radio"/> I	<input type="radio"/> J	<input checked="" type="radio"/>	<input type="radio"/> L
The animals build a bridge for Fox to walk over.	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> O	<input checked="" type="radio"/>

Option B: This answer is correct. This is the second action in a summary of events in the passage.

Option E: This answer is correct. This is the first action in a summary of events in the passage.

Option K: This answer is correct. This is the third action in a summary of events in the passage.

Option P: This answer is correct. This is the fourth and final action in a summary of events in the passage.



Test Item Types – ELA Reading

- **Multimedia**

- Enhanced content may include multimedia elements such as images, charts, graphics, timelines, etc.



14. Fill in the circles to show how each image contributes to ideas in the passage.

	Image 1	Image 2	Both Images
shows how different bones form Sue's skeleton	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/>
shows how complete Susan Hendrickson's discovery was	<input type="radio"/> D	<input checked="" type="radio"/>	<input type="radio"/> F
shows how Sue's skeleton could not be displayed all together	<input checked="" type="radio"/>	<input type="radio"/> H	<input type="radio"/> I

Option C: **This answer is correct.** Both images include detailed depictions of Sue's bones and how they are arranged.

Option E: **This answer is correct.** The second image shows a much more complete skeleton, including the fake head bones, which is explained in paragraph 3.

Option G: **This answer is correct.** This first image only shows Sue's actual head bones, which is supported by information included in paragraph 3.

Test Design - Math



MATH CONTENT CATEGORIES Grades 3-5 (CBT)

Approximate percentage of raw score points for each category.

Grade	Reporting Category	Percent of Test	Number of Items
3	Operations, Algebraic Thinking, and Numbers in Base Ten	48	60-64
	Numbers and Operations - Fractions	17	
	Measurement, Data, and Geometry	35	
4	Operations and Algebraic Thinking	21	60-64
	Numbers and Operations in Base Ten	21	
	Numbers and Operations – Fractions	25	
	Measurement, Data, and Geometry	33	
5	Operations, Algebraic Thinking, and Fractions	39	60-64
	Numbers and Operations in Base Ten	28	
	Measurement, Data, and Geometry	33	

MATH PERCENTAGE OF POINTS BY DEPTH OF KNOWLEDGE (DOK)* LEVEL Grades 3-5

DOK Level 1 (Low)	10-20%
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DOK Level 2 (Mod)	60-80%
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DOK Level 3 (High)	10-20%
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**DOK refers to the complexity level of the cognitive process demanded by a test item rather than the difficulty of the item.
Level 1: Recall and Reproduction, Level 2: Skills and Concepts, and Level 3: Strategic Thinking*

❖ Grades 3-5 Math Test Item Specifications

<https://fsassessments.org/about-the-fsas.html>

Approximately 6-10 items within the Reading and Language components listed above are field test items are included in the ranges above but are **not** included in the students' score.

Test Item Types - Math



- **Math Item Types**
 - **Multiple Choice**
 - Student select one correct answer from four answer choices
 - **Equation Editor/Gridded Response**
 - Students enter a value into a grid. G3 grids have number and fraction bar bubbles and G4-5 grids have number, fraction bar, and decimal point bubbles.
 - **Editing Task Choice**
 - The student fills in a bubble to indicate the correct number, word, or phrase that should complete a phrase.
 - **Selectable Hot Text**
 - Excerpted sentences from the text are present in the item type. The student fills in the bubbles to indicate which sentences are correct.
 - **Multiselect**
 - The student is directed to select all of the correct answers from among the options provided.
 - **Matching**
 - This item type presents options in columns and rows. The student is directed to select a box that matches a correct option from a column with a correct option from a row. Typically, there is only one correct option per row or column, though the number of correct answers may vary.

Test Item Types - Math



- **Multiple Choice**

- Students select one correct answer from four answer choices.

14. Which equation is true?

(A) $340 + 20 = 370 + 10$

(B) $340 + 30 = 350 + 10$

(C) $340 + 40 = 340 + 10$

(D) $340 + 50 = 380 + 10$

Test Item Types - Math



• Equation Editor/Gridded Response

Grade 3 Math

	/	/	/	/	/	/
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Answer boxes

Fraction bar

Number bubbles

Grade 4 & 5 Math

	/	/	/	/	/	/
.
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Answer boxes

Fraction bar

Decimal point

Number bubbles

1. Work the problem and find an answer.
2. Write your answer in the answer boxes at the top of the grid.
 - Write your answer with the first digit in the left answer box OR with the last digit in the right answer box.
 - Write only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.
 - Be sure to write a decimal point or fraction bar in the answer box if it is a part of the answer.
3. Fill in a bubble under each box in which you wrote your answer.
 - Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
 - Fill in each bubble by making a solid mark that completely fills the circle.
 - You MUST fill in the bubbles accurately to receive credit for your answer.

Test Item Types - Math



- Equation Editor/Gridded Response (*continued*)

10. Daniella fills a container with soil by using a bowl. The bowl holds $\frac{3}{4}$ cup of soil. Daniella uses 13 full bowls of soil to fill the container.

How many cups of soil does the container hold?

			3	9	/	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	<input checked="" type="radio"/>	3	3	3
4	4	4	4	4	4	<input checked="" type="radio"/>
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	<input checked="" type="radio"/>	9	9

Other correct responses: any equivalent value

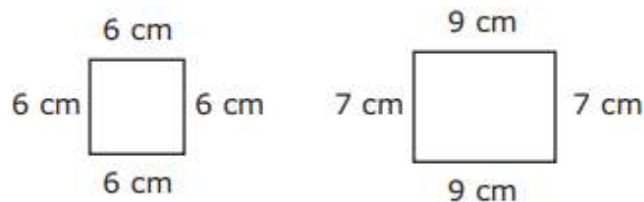
Test Item Types - Math



- **Editing Task Choice**

- Student fills in a bubble to indicate the correct number, word, or phrase that should complete a phrase or sentence.

9. The two figures shown are measured in centimeters (cm).



Complete the statement about the two figures. For each blank, fill in the circle **before** the word or phrase that is correct.

The shapes are both

<input type="radio"/>	(A) squares
<input type="radio"/>	(B) trapezoids
<input type="radio"/>	(C) rectangles

because

<input type="radio"/>	(A) all the angles in each shape are right angles.
<input type="radio"/>	(B) all the sides of each shape have the same length.
<input type="radio"/>	(C) all the sides of each shape are made of straight lines.

Test Item Types - Math



- **Selectable Hot Text**

- Excerpted sentences from the text are presented in this item type. The student fills in bubbles to indicate which sentences are correct.

5. Kaiya and Deangelo each create a number pattern.

- Kaiya's pattern uses the rule "Add 2" and has a first term of 6.
- Deangelo's pattern uses the rule "Add 4" and has a first term of 5.

Complete the statement that describes the relationship between the two number patterns. For each box, fill in the bubble before the word or phrase that is correct.

The two patterns (A) have (B) do not have terms in common because

Kaiya's pattern has (A) only odd (B) only even (C) both odd and even numbers and

Deangelo's pattern has (A) only odd (B) only even (C) both odd and even numbers.

Test Item Types - Math



- **Multi Select**

- Student is directed to **select all** of the correct answers from the options provided.

27. Select all the expressions that have a value of 32.

- (A) $304 \div 9$
- (B) $259 \div 8$
- (C) $224 \div 7$
- (D) $160 \div 5$
- (E) $100 \div 3$

Test Item Types - MATH



- **Table Match**

- Presents options in columns and rows.
- Student is directed to select a box that matches a correct option from a column with a correct option from a row.
- Typically, there is only one correct option per row or column, though the number of correct answers may vary.

15. For each attribute, fill in circles to select all the shapes that **always** have that attribute.

	Rectangle	Rhombus	Square	Parallelogram
4 equal-length sides	<input type="radio"/> A	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> D
4 right angles	<input checked="" type="radio"/>	<input type="radio"/> F	<input checked="" type="radio"/>	<input type="radio"/> H
Exactly one pair of parallel sides	<input type="radio"/> I	<input type="radio"/> J	<input type="radio"/> K	<input type="radio"/> L
Exactly two pairs of parallel sides	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Reference Sheets



- Grades 4 & 5 Math will receive reference sheets
 - Grade 4 some formulas are provided on the reference sheet
 - Grade 5 some formulas may be included with the test item
- Grade 3 Math does not receive a reference sheet

Grade 4 FSA Mathematics Reference Sheet

Customary Conversions

1 foot = 12 inches
1 yard = 3 feet
1 mile = 5,280 feet
1 mile = 1,760 yards

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts

1 pound = 16 ounces
1 ton = 2,000 pounds

Metric Conversions

1 meter = 100 centimeters
1 meter = 1000 millimeters
1 kilometer = 1000 meters

1 liter = 1000 milliliters

1 gram = 1000 milligrams
1 kilogram = 1000 grams

Time Conversions

1 minute = 60 seconds
1 hour = 60 minutes
1 day = 24 hours
1 year = 365 days
1 year = 52 weeks

Formulas

$$A = lw$$

$$P = 2l + 2w$$

Grade 5 FSA Mathematics Reference Sheet

Customary Conversions

1 foot = 12 inches
1 yard = 3 feet
1 mile = 5,280 feet
1 mile = 1,760 yards

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts

1 pound = 16 ounces
1 ton = 2,000 pounds

Metric Conversions

1 meter = 100 centimeters
1 meter = 1000 millimeters
1 kilometer = 1000 meters

1 liter = 1000 milliliters

1 gram = 1000 milligrams
1 kilogram = 1000 grams

Time Conversions

1 minute = 60 seconds
1 hour = 60 minutes
1 day = 24 hours
1 year = 365 days
1 year = 52 weeks

Test Design - Science



- **Grade 5** students will take the **Science** assessment based on the Florida Next Generation Sunshine State Standards.

SCIENCE CONTENT CATEGORIES

Grade 5

Approximate percentage of raw score points for each category.

Grade	Reporting Category	Percent of Test	Number of Items
5	Nature of Science	17	60-66
	Earth and Space Science	29	
	Physical Science	29	
	Life Science	25	

ELA SCIENCE

PERCENTAGE OF POINTS BY DEPTH OF KNOWLEDGE (DOK)* LEVEL Grades 5

DOK Level 1 (Low)	10-20%
DOK Level 2 (Mod)	60-80%
DOK Level 3 (High)	10-20%

**DOK refers to the complexity level of the cognitive process demanded by a test item rather than the difficulty of the item.*

Level 1: Recall and Reproduction, Level 2: Skills and Concepts, and Level 3: Strategic Thinking

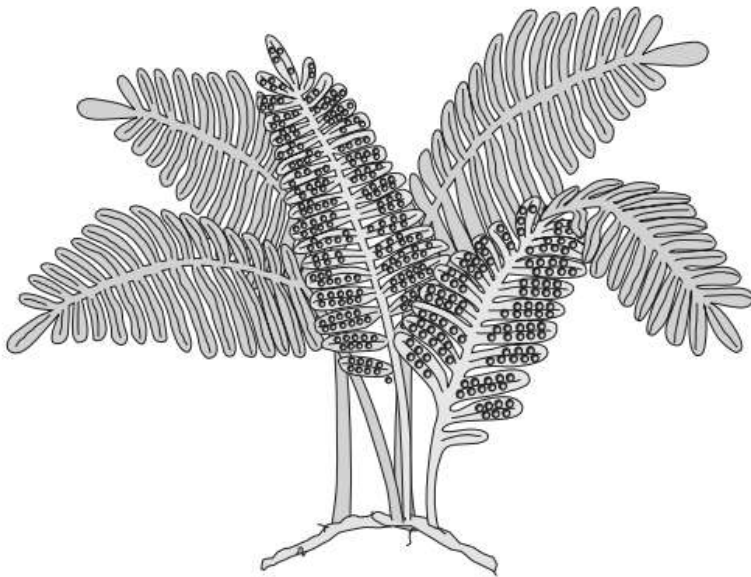
Test Design - Science



ASSESSMENT &
ACCOUNTABILITY
SEASIDE EDUCATION PUBLIC SCHOOLS

- All items on the Grade 5 Science test are multiple choice.

- 6 Plants are classified according to their structures. The plant pictured below reproduces without seeds and has simple tubes for transporting water.



In which group of plants would this plant be classified?

- F. spore-producing plants with many leaves
- G. plants that produce fruit on their leaves
- H. plants that carry seeds on their leaves
- I. flowering plants with many leaves

- 7 Erosion and weathering can both cause changes to the surface of Earth. Which of the following happens **only** because of erosion and NOT because of weathering?

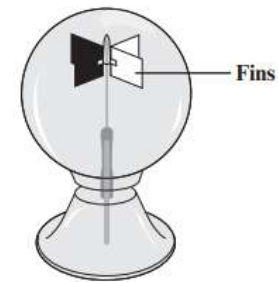
- A. Rocks form deep underground.
- B. Rocks become smooth and round.
- C. Rocks are broken apart into small pieces.
- D. Rocks are moved from one place to another.

Test Design - Science



- Students will often need to read text, pictures, charts, and or graphs prior to answering questions.

10 A radiometer is a device with fins that spin when light energy strikes them. A picture of a radiometer is shown below. As part of an experiment, a light source was placed 50 centimeters (cm) from a radiometer. The light source gave off four different-colored lights for 30 seconds (s) each. After each color of light was turned off, the amount of time the fins on the radiometer spun was recorded. The results are shown in the table below.



Radiometer

RADIOMETER DATA

Color of Light	Spinning Time (s)
Red	46
Green	55
Blue	72
White	75

Which color of light provided the **greatest** amount of light energy according to the data in the table?

- F. red
- G. green
- H. blue
- I. white

Electronic Devices



ASSESSMENT &
ACCOUNTABILITY
SEMI-SOUL SECURITY PUBLIC SCHOOLS

- **No electronic devices permitted during testing**
 - Students **CANNOT** have any electronic device (e.g., cell phones/smartphones, smartwatches, cameras, etc.) on them **OR** within arm's reach even if they do not use them
 - **Cause for immediate invalidation of test.**

N 



Helping Your Child



ASSESSMENT &
ACCOUNTABILITY
SEW ROLL COUNTRY PUBLIC SCHOOLS

- **Test Preparation**

- Help your child to realize that it is important to do their best every day, as well as on the FSA.
- Review class and homework with your child.
- Ensure that your child participates in the practice tests so that he/she becomes familiar with the items.
- Help your child get a good night's sleep and eat a nutritious breakfast.
- Work with your child to help them learn how to lower anxiety/stress about the test.

Grade 3 FSA ELA / Good Cause



- **Grade 3 FSA ELA Scores**

- Per F.S. 1008.22(5)(b), to be promoted to grade 4, a student **must score a Level 2 or higher on the Grade 3 FSA ELA Reading assessment.**
- Students who score a Level 1 on ELA may qualify for a good cause exemption for promotion to Grade 4 per Florida State Board Rule 6A-1.094221(1)(A), F.A.C.

- **‘Good Cause’ Exemptions**

1. I-Ready: 50% or higher (score of 534+)
 - Spring Testing - Diagnostic 4: May 10-21
 - Summer Testing - June 21-24
 - Start of School Year 2021-22 - Diagnostic 1: Aug/Sept
2. SAT10: 45% or higher (Summer Testing Only – June 22-24)
3. Student Portfolio – starts in February
(an organized collection of evidence of the student’s mastery of the ELA standards that are assessed on the G3 FSA ELA test)

ALL decisions are made on an individual/student basis

FSA Scores

- Students will receive a Scaled Score (SS), Achievement Level, Percentile Rank, and Raw Scores.
- Grade 3 ELA scores will be released by **June 30** ~~May 31~~.
- Grades 4-5 ELA and Grades 3-5 Math scores will be released by **July 30** ~~June 30~~.
 - Schools will determine how score reports will go home to parents.

FSA scores will arrive later due to the testing windows being extended.

FSA Score Report (Page 1)

SCHOOL: HAMILTON ELEMENTARY SCHOOL (0021)
SCHOOL DISTRICT: SEMINOLE (59)

1

FLEID: 
SPRING 2019

2

PURPOSE OF THIS REPORT

With the Florida Standards in place to help Florida students succeed, the Florida Standards Assessments (FSA) in English Language Arts (ELA), Mathematics, and end-of-course (EOC) subjects (Algebra 1 and Geometry) serve Florida students by measuring education gains and progress. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met. This report reflects your student's performance on the Spring 2019 FSA ELA assessment. It also allows you to compare your student's score to the performance of students in his or her grade across the state and to follow your student's academic progress from year to year. In addition, by looking at the points earned in each reporting category, you can identify skill areas that may need improvement.

Gracias a los Estándares de Florida que ayudan a los estudiantes de Florida a alcanzar el éxito, las FSA (Florida Standards Assessments, Evaluaciones de los Estándares de Florida) en ELA (English Language Arts, Lengua y Literatura Inglesa), Matemáticas y las materias de EOC (end-of-course, fin de curso) (Álgebra 1 y Geometría) ayudan a los estudiantes de Florida al medir el progreso y los avances educativos. Las evaluaciones fomentan la formación y el aprendizaje de los estudiantes, mientras que los resultados de las pruebas ayudan a los líderes y las partes interesadas en la educación de Florida a determinar si se están cumpliendo los objetivos del sistema educativo. Este informe incluye el desempeño de su estudiante en la evaluación FSA de las Spring 2019 ELA. Esto le permite comparar la puntuación de su estudiante con el desempeño de estudiantes de su mismo grado de todo el estado y hacer un seguimiento del progreso académico que hace el estudiante de un año a otro. Además, los puntos de las distintas categorías del informe le permitirán identificar las áreas que quizás deban reforzarse.

Ak Nòm Florida a an plas pou ede elèv Florida yo reyisi, Ewalasyon Nòm Florida (Florida Standards Assessments, FSA) nan matyè Lang Angle (Language Arts, ELA), Matematik, ak ewalyasyon Fen Kou (end-of-course, EOC) (Aljèb 1 ak jèwometri) ap sèvi elèv Florida yo kote yo mezire sa elèv yo aprann ak pwogrè yo fè. Ewalasyon an kore enstriksyon ak aprantisaj elèv yo, epi rezilta tès yo ede dirijan ak patiprenan nan edikasyon Florida yo detèmine si yo satisfè objektif sistèm edikasyon an. Rapò sa a montre pèfòmans pitit ou a nan ewalyasyon FSA Prentan 2019 la ELA. Epi tou li pral pèmèt ou konpare pwen pitit ou a make ak pèfòmans lòt elèv ki nan menm klas ak li nan tout eta a ak pou swiv pwogrè akademik pitit ou a chak ane. Answit, lè ou gade pwen li make nan chak kategori referans, ou ka idantifye nan ki matyè li bezwen amelyore.

Descriptions of Report

- 1 – Top of Report:** test name, student name, FLIED, school, and district.
- 2 – Purpose of This Report:** a description of the FSA program and score report (customized by grade/subject).
- 3 – Performance Levels and Scale Score** performance levels are indicated by both number and color for easy interpretation. An icon displays the student's performance level. Next to the icon, a statement provides further information regarding the performance level and charts the scale on a graph.
- 4 – Additional Information:** For grades 3 and 4 ELA, if the student receives a level 1 or level 2, in addition to the performance level indicator on the report, this section will also include information about Reading Scholarship Accounts.

3

SOLOMON'S PERFORMANCE ON THE GRADE 4 ELA ASSESSMENT

PERFORMANCE LEVEL

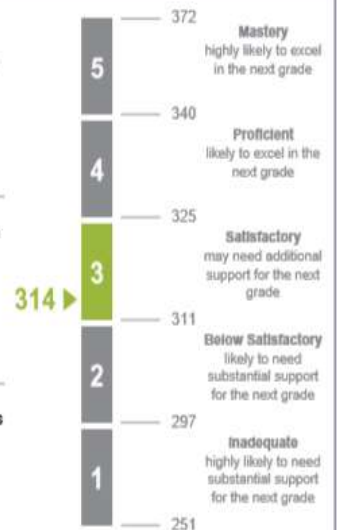


Students who score in **Level 3** demonstrate a satisfactory level of mastery of the Florida Standards for their grade level. They may need additional support to excel in the next grade level.

Los alumnos que obtienen un puntaje de **nivel 3** demuestran un nivel de dominio de los estándares de la Florida satisfactorio para su nivel de grado. Es posible que necesiten apoyo adicional para sobresalir en el próximo nivel de grado.

Elèv rezilta yo nan **Nivo 3** yo montre yo nan nivo ki satisfè kondisyon pou metrize Nòm Florida pou nivo klas yo ane sa a. Yo kapab bezwen plis sipò pou reyisi nan nivo klas y ap ladan ane pwochen an.

4



FSA Score Report (Page 2)

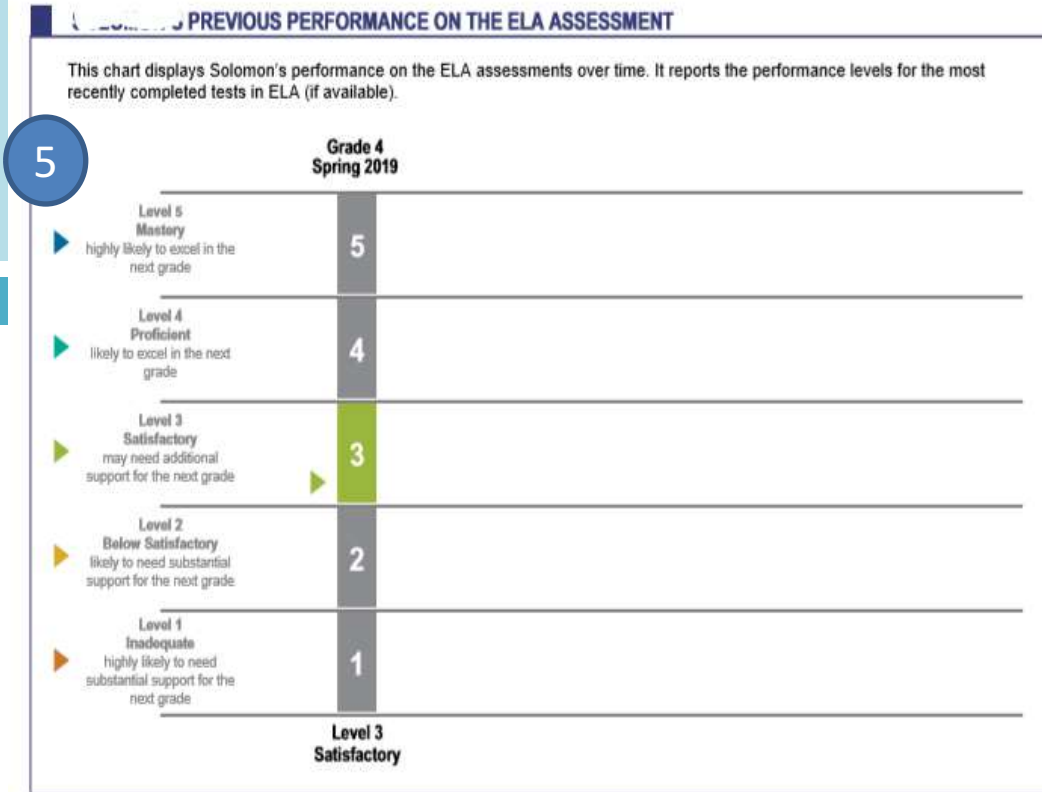
Descriptions of Report

5 – Previous Performance Chart:

For students who participated G4-10 ELA and or Gr4-8 Math, this chart will display student performance levels over time. The arrows indicate generally where the student's score fell within the performance level.

6 – Performance Compared:

A table lists the percentage of students in each performance level in the student's school, district, and state.



6 PERFORMANCE COMPARED

This table shows the percentage of students in each performance level in your student's school, district, and the state.

	School	District	State
Level 5	5%	12%	9%
Level 4	19%	26%	21%
Level 3	27%	27%	28%
Level 2	26%	21%	23%
Level 1	24%	14%	19%

FSA Score Report (Page 3)

7

PERFORMANCE DETAILS

This FSA ELA assessment measures what students know and are able to do in the broad reporting categories listed below. The difficulty of the concepts assessed on the FSA ELA progresses systematically from grade to grade, as does the complexity of the text presented to the student at each grade level.

This table describes the knowledge and skills assessed in each reporting category on the assessment. The columns to the right display the number of points possible and number of points earned by your student in each category.

REPORTING CATEGORIES		POINTS EARNED*	POINTS POSSIBLE
Key Ideas and Details	<p>In this category, students are expected to read closely to comprehend, analyze, and summarize essential information and concepts, citing textual evidence to support inferences and conclusions.</p> <p>En esta categoría, se espera que los estudiantes lean de manera atenta para entender, analizar y resumir la información y los conceptos esenciales, citando pruebas textuales para respaldar sus inferencias y conclusiones.</p> <p>Nan kategori sa a, elèv yo sipoze kapab li byen pou konprann, analize, ak rezime enfòmasyon ak konsèp fondamantal, site tèks kòm prèv pou sipòte dediksyon ak konklizyon.</p>	9	15
Craft and Structure	<p>In this category, students are expected to interpret connotative and figurative meanings of words/phrases, analyze how text structures and text features impact the text, and determine the effects of point of view or purpose.</p> <p>En esta categoría, se espera que los estudiantes interpreten los significados connotativos y figurativos de palabras/oraciones, analicen de qué forma las estructuras del texto y las características del texto afectan el texto y determinen los efectos del punto de vista o el objetivo.</p> <p>Nan kategori sa a, elèv yo sipoze kapab entèprete siyifikasyon konotatif ak figiratif mo/fraz, analize kijan estrikti ak karakteristik yon tèks kapab enfluyans tèks la, epi detèmine efè pwendvi pèsonèl ak objektif.</p>	6	16
Integration of Knowledge and Ideas	<p>In this category, students are expected to integrate and evaluate content presented in diverse media formats and analyze the treatment of similar themes or topics and how the author uses reasons and evidence to support points.</p> <p>En esta categoría, se espera que los estudiantes integren y evalúen el contenido presentado en diversos formatos y medios y analicen el tratamiento de ideas principales o temas similares y cómo el autor emplea motivos y pruebas para respaldar puntos.</p> <p>Nan kategori sa a, elèv yo sipoze kapab entegre ak evalye kontini yo prezante nan diferan fòma medya epi analize tretman tèms oswa sijè ki sanble ak fason otè a itilize rezon ak prèv pou sipòte pwèn li yo.</p>	6	12
Language and Editing	<p>In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>En esta categoría, se espera que los estudiantes demuestren dominio de las convenciones de la gramática, el uso general, el uso de mayúsculas, la puntuación y la ortografía del inglés.</p> <p>Nan kategori sa a, elèv yo sipoze demontre yo ka metrize nòm gramè, fason pou itilize, ekri li an majiskil ak miniskil, ponktyasyon, ak otograf lang angle estanda.</p>	6	7
Text-Based Writing	<p>In this category, students are expected to draw relevant evidence from various texts to support a claim or controlling idea and produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.</p> <p>En esta categoría, se espera que los estudiantes extraigan pruebas relevantes de varios textos para respaldar una afirmación o idea de control y creen redacciones claras y coherentes cuyo desarrollo, organización y estilo se adapten a la tarea, el objetivo y la audiencia.</p> <p>Nan kategori sa a, elèv yo sipoze kapab tire prèv ki apwopriye nan diferan tèks pou sipòte yon deklarasyon oswa ide enpòtan epi ekri yon fason ki klè epi rasyonèl ak devlopman, òganizasyon, ak estil ki apwopriye pou travay, objektif, ak piblik la.</p>	6	10

* Please note that FDOE uses a scoring method called pattern scoring. As a result of this method of scoring, students with the same raw score (number of points earned) may have similar, but not necessarily identical, scale scores. Different scale scores result because the students' patterns of correct answers were different. See *Understanding FSA Reports* for more information.

Descriptions of Report

7 – Performance Details:

A table lists the FSA ELA or Mathematics reporting categories assessed.

The points earned column shows the actual number of points earned by the student. The points possible column provides the total number of points possible for each of the reporting categories.

Best Part of Report

FSA Score Report (Page 4)

Descriptions of Report

8 – Writing Performance:

For Grades 4 and 5 ELA reports, this chart indicates the number of points earned by the student and the number of points possible for each domain of the ELA Writing assessment.

9 – Recommended Resources:

This section provides information and resources for students and parents/guardians.

8

WRITING PERFORMANCE

This table shows the number of points possible and number of points earned by your student in each domain of the writing component of the ELA assessment. For more information, please see the rubrics and scoring samplers on the FSA Portal.

STATEMENT OF PURPOSE, FOCUS, AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS OF STANDARD ENGLISH
Your student earned 2 out of 4 possible points. The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material. It may have a controlling idea/opinion with an inconsistent organizational structure.	Your student earned 2 out of 4 possible points. The response provides uneven, cursory support/evidence for the controlling idea/writer's opinion that includes ineffective use of sources, facts, and details.	Your student earned 2 out of 2 possible points. The response demonstrates an adequate command of basic conventions. The response may include some minor errors in usage, but no patterns of errors. It includes adequate use of punctuation, capitalization, sentence formation, and spelling.
Su estudiante obtuvo 2 de los 4 puntos posibles. La respuesta es más o menos adecuada en cuanto al objetivo, la audiencia y la tarea, pero puede incluir material irrelevante o poco relacionado. Puede tener una idea de control/opinión con una estructura organizacional inconsistente.	Su estudiante obtuvo 2 de los 4 puntos posibles. La respuesta incluye argumentos/pruebas inconsistentes y superficiales para respaldar la idea de control/opinión del autor e incluye el uso incorrecto de fuentes, hechos y detalles.	Su estudiante obtuvo 2 de los 2 puntos posibles. La respuesta demuestra un dominio adecuado de las convenciones básicas. La respuesta puede incluir errores menores en el uso, pero no presenta patrones de errores. Incluye el uso adecuado de la puntuación, el uso de mayúsculas, la formación de oraciones y la ortografía.
Pitit ou ta te fè 2 pwen sou 4 pwen posib. Li te yon ti jan kore repons li yo pou objektif, piblik, ak travay li sipoze fè a epi li gendwa te mete kèk materyèl ki gen rapò ak sa li ap ekri a. Li gendwa te genyen yon ide/opinyon kontwòl kote estrikti a pa te òganize.	Pitit ou ta te fè 2 pwen sou 4 pwen posib. Repons li a te bay sipò/prèv ki pa te egal ak natirèl pou ide kontwòl/opinyon ekriyen an ki pa te itilize sòs, enfòmasyon, ak detay yo byen.	Pitit ou ta te fè 2 pwen sou 2 pwen posib. Repons la montre li pa ka metrize ase nòm debaz. Repons la ka gen kèk ti erè nan itilizasyon, men li pa gen anpil fòt. Li itilize ase ponktyasyon, lèt majiskil ak miniskil lè li sipoze, fòmasyon fraz, ak òtograf.

9

RECOMMENDED RESOURCES

FSA Portal

The FSA Portal is the gateway for FSA information and resources (www.fsassessments.org), including FSA practice tests for both computer-based and paper-based tests, and the Students & Families page.

The following resources can be found on the Students & Families page:

- [Understanding FSA Reports](#) – this document provides additional information about this report and the scoring process.
- [FSA Fact Sheets](#) – these documents contain test administration and policy information for the assessments.

FDOE Website

You are encouraged to browse the department's website (www.fldoe.org) for many useful parent resources, including the following:

- **Just Read, Florida!**
 - [Third Grade Guidance and Resources](#) – this web page provides policies and resources related to third grade promotion.
 - [Just Read, Families!](#) – this web page contains resources for families to promote literacy and reading engagement.
- [Middle Grades Promotion Requirements](#) – this web page provides the courses required for middle grades promotion.
- [Graduation Requirements for Florida's Statewide Assessments](#) – this document describes assessments required for graduation by student cohort.

CPALMS

FSA assessments are written to the Florida Standards, and CPALMS (<http://www.cpalms.org>) is the portal for resources related to the Florida Standards. You may visit this site to review the standards for each grade level and subject or course to help support your student and understand the expectations for learning at each stage of your student's education.

FSA Achievement Levels

- For all grade levels and subjects, the minimum scale score in performance level 3 is identified as the passing score.
- Earning passing scores on the Grade 10 ELA and Algebra 1 EOC assessments is required for graduation with a Florida standard high school diploma.

Table 1. Performance Levels



Inadequate:	Below Satisfactory:	Satisfactory:	Proficient:	Mastery:
Highly likely to need substantial support for the next grade/course	Likely to need substantial support for the next grade/course	May need additional support for the next grade/course	Likely to excel in the next grade/course	Highly likely to excel in the next grade/course

Table 2. Florida Standards Assessments Scale Scores for Each Performance Level

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3 ELA	240-284	285-299	300-314	315-329	330-360
Grade 4 ELA	251-296	297-310	311-324	325-339	340-372
Grade 5 ELA	257-303	304-320	321-335	336-351	352-385
Grade 6 ELA	259-308	309-325	326-338	339-355	356-391
Grade 7 ELA	267-317	318-332	333-345	346-359	360-397
Grade 8 ELA	274-321	322-336	337-351	352-365	366-403
Grade 9 ELA	276-327	328-342	343-354	355-369	370-407
Grade 10 ELA	284-333	334-349	350-361	362-377	378-412
Grade 3 Mathematics	240-284	285-296	297-310	311-326	327-360
Grade 4 Mathematics	251-298	299-309	310-324	325-339	340-376
Grade 5 Mathematics	256-305	306-319	320-333	334-349	350-388
Grade 6 Mathematics	260-309	310-324	325-338	339-355	356-390
Grade 7 Mathematics	269-315	316-329	330-345	346-359	360-391
Grade 8 Mathematics	273-321	322-336	337-352	353-364	365-393
Algebra 1 EOC	425-486	487-496	497-517	518-531	532-575
Geometry EOC	425-485	486-498	499-520	521-532	533-575

How are FSA Results Used?



ASSESSMENT &
ACCOUNTABILITY
SEMI-SOUL COUNTY PUBLIC SCHOOLS

- FSA results provide teachers and schools with additional information about each student's proficiencies.
- Results are used **IN ADDITION TO** teacher observations and coursework throughout the year in making determinations of student strengths and areas of opportunity.



Florida's Revised A+ Program

- The Florida Department of Education uses FSA and Science results to evaluate each public school and each school district.
- **Schools are required to test 95% of eligible students in order to earn a school grade.**
- School grades are determined through performance on the FSA English Language Arts (Reading and Writing combined), Mathematics, and State Science tests.
 - The school grade is based upon the percentage of total points earned. Each component is worth up to 100 percentage points.
 - **This year, 2020-21, there will be a different calculation because of no testing in 2019-20 school year.**

Florida's Revised A+ Program



ASSESSMENT &
ACCOUNTABILITY
FLORIDA DEPARTMENT OF EDUCATION

Elementary School Grades Model

English/ Language Arts	Mathematics	Science
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)	
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)	

FSA Portal



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FLORIDA DEPARTMENT OF EDUCATION

- FSA Portal: www.FSAssessments.org
 - The FSA Portal was developed as a communication tool by the Florida Department of Education and contains all published information regarding FSA assessments, and released Practice Tests
 - Access to the portal and information is public.

The screenshot shows the homepage of the Florida Standards Assessments portal. At the top left is the logo for Florida Standards Assessments. Below the logo is a navigation menu with four items: 'Students & Families' (with a graduation cap icon), 'Test Administration' (with a document and checkmark icon), 'Technology Resources' (with a computer monitor icon), and 'About the FSAs' (with a pencil and information icon). The main content area features a 'Welcome to the FSA Portal' section with a paragraph of text and a link to the assessment page. To the right of the main content is a sidebar with four buttons: 'Administer the FSA' (with a person icon), 'Secure Browser' (with a shield icon), 'FSA Resources' (with a book icon), and 'Practice Tests' (with a gear icon).

Florida Standards Assessments

Welcome to the FSA Portal

This portal is your source for information about the Florida Standards Assessments.

Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met.

For information about FCAT 2.0 or NGSSS EOC Assessments, please visit <http://www.fldoe.org/accountability/assessments/k-12-student-assessment>.

For more information about Florida standards, course

Students & Families

Test Administration

Technology Resources

About the FSAs

Administer the FSA

Secure Browser

FSA Resources

Practice Tests

Helpful Resources



ASSESSMENT &
ACCOUNTABILITY
SEMI-SOUL CITY PUBLIC SCHOOLS

- FSA Portal
www.FSAssessments.org
- **Florida State Standards (Cpalms)**
<https://www.floridastudents.org/>
- Florida Department of Education Web Site
<http://www.fldoe.org>
- School Accountability Reports
<http://schoolgrades.fldoe.org>
- SCPS Assessment & Accountability Web Site
<https://www.scps.k12.fl.us/district/departments/assessment-accountability/>

Questions and Answers



ASSESSMENT &
ACCOUNTABILITY
SEMI-SOUL COUNTY PUBLIC SCHOOLS

Q & A

You have

Questions

We have

Answers