

**Florida Standards
Assessments (FSA)
Spring 2019**

ENGLISH ESTATES

Agenda

- 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?



- 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 FSA provides a more authentic assessment of the Florida Standards than prior tests, in that students will be asked to create graphs, interact with test content, and write and respond in different ways than on traditional tests.
- Question types will assess students' higher-order thinking skills in keeping with the higher expectations of the Florida Standards.

What subjects and grades are tested?



ASSESSMENT &
ACCOUNTABILITY
AND STATE COLLEGE ASSISTANCE



ALL TESTS WILL BE PAPER-BASED THIS YEAR!!

- **Grades 3-5 FSA English Language Arts (ELA)**
- **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?

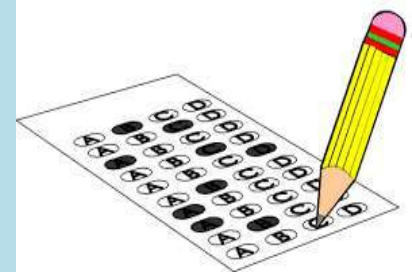
Assessment	Grade Level	Test Date(s)
FSA Writing	Grades 4 and 5	April 2 (Tuesday) Make-ups: April 3-12 Make-ups: May 7-14
FSA ELA	Grade 3	April 2 & 3 (Tuesday & Wednesday) Make-ups: April 4-12
FSA ELA	Grades 4 and 5	May 1 & 2 (Wednesday & Thursday) Make-ups: May 3-14
FSA Math	Grades 3-5	May 7 & 8 (Tuesday & Wednesday) Make-ups: May 9-14
State Science	Grade 5	May 9 & 10 (Thursday & Friday) Make-ups: May 13 & 14

Are the tests timed? **YES!**

- **FSA Writing – Grades 4 and 5**
 - 120 minutes (1 session)
 - A **3-minute break** after 60 minutes of testing
- **FSA ELA – 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
 - 80 minutes – Day 2
 - A short break is given after 40 minutes of testing



Paper-based Test Materials



- **Grade 3-5 ELA & 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 the practice test at the school prior to the actual test.*
 - *Available on the FSA portal for public access.
Go to ***fsassessments.org > Practice Tests****

Test Design – ELA (Writing & Reading)

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.	
*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	

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 - Writing

- **FSA Writing (Grades 4-5)**

At elementary, the stimulus will consist of two to four texts, ranging from 800-1300 words each. Scoring rubrics for FSA Writing can be found on the FSA Portal.

- **Overall Task Description**

- Students will read a stimulus about a single topic.
- Stimulus should consist of informational or literary fiction or nonfiction texts and can cover a wide array of topics.
- After reading stimulus, students will respond by providing information on a topic or take a stance to support an opinion or argument.

- **Stimulus Attributes**

- The stimuli for **informative/explanatory** prompts should maintain a clear topical connection but may address diverse concepts/ideas.
- The stimuli for **opinion/argumentative** prompts should present opposing points of view. Each point of view should be equally represented so that a student can take either side of a position.
- Thorough and convincing support for the controlling ideas must be evident in all stimuli.

Writing Prompt



Read the "The Wild Among Us" passage set.

The Wild Among Us

Source 1: The Howl Next Door

by Julie McPartland

1 Ahhh-eeee-oooo! Coyotes are famous for their howl. People often think of coyote howls as a sound far off in the wild mountains or open plains. They imagine sitting by a fire and listening to nighttime conversations between the wild canines in the distance. That high-pitched cry is not always so far away, though. More and more, coyotes are found in or near cities.

Source 2: Power Chewers

by Karl Szymas

5 A flash of a bushy tail, a speedy furry chase, the sudden stop—a squirrel hangs upside down on the underside of a large branch, listening. He uses his strong claws to defy gravity and, if we remain still, we can watch as he scampers further up the tree. A squirrel is such a common sight in many cities that most of us do not stop to think about them. One of the squirrel's most powerful traits is also one of its most troubling secrets. Squirrels' teeth never stop growing.

Source 3: Pigeons and People

by Nicole Wilson

8 Look up in any major city and you may spot a pigeon perched on the ledge of a building. Tall buildings have only been common in cities for a few hundred years. Where did pigeons hang out before that? Many pigeons living in cities today are descendants of rock doves. Rock doves originally made their homes in steep cliffs that bordered the ocean. Tall

Write an informative essay about the effects wild animals and humans have on each other when they live in the same area. Use information from the passages in your essay.

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;
- information from the passages as support; and
- a conclusion that is related to the information presented.

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

Planning Sheet

STUDENT NAME _____

PLANNING SHEET

Use this sheet to plan what you will write. The writing on this sheet will NOT be scored.

A large rectangular area containing 25 horizontal lines for writing. A large, light gray watermark reading "SAMPLE" is oriented diagonally across the center of this area.

This sheet will NOT be scored.

Writing Testing Tips

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 Design/Scoring

- Grades 4-5 Writing component contributes 10 raw score points to the overall FSA ELA total raw score.
 - The raw score is not the most important score when considering a student's overall performance.
- FSA, like other Florida statewide assessments past and present, is not scored using a percent-correct or number-correct scoring method. Students correctly answering the more-difficult items receive more credit than students answering less-challenging items. In other words, the scoring model involves both the number and the difficulty of questions a student answers correctly.

Test Item Types - ELA

- **ELA Item Types**

- **Multiple Choice**

25-50% of test is composed of enhanced items which include...

- **Multi-Select**

- **Selectable Text**

- **Multi-Part**

- **Table Match**

- **Editing Task Choice**

Test Item Types - ELA

- **Multiple Choice**

- Choose the best answer from the answer choices, and fill in one bubble for the correct answer.

What is the meaning of anxious as it is used in Passage 1?

10 “You need not be anxious,” responded the man. “I told it the way, and it will be along in good time, as I said before.”

- (A) angry
- (B) excited
- (C) sad
- (D) worried

Test Item Types - ELA

- **Multi-Select**

- Choose more than one correct answer from the answer choices, and fill in the bubbles for more than one correct answer.

Select **two** reasons the author included paragraph 11 in Passage 2.

- Ⓐ to compare leaf-cutting ants to human farmers
- Ⓑ to describe how leaf-cutting ants grow their food
- Ⓒ to explain how leaf-cutting ants solve farming problems
- Ⓓ to show that the topic of the passage is leaf-cutting ants
- Ⓔ to describe the effect that leaf-cutting ants have on ordinary farms

Test Item Types - ELA

- **Selectable Text**

- Fill in the bubble before the phrase or sentence that you want to select. This type of item will ask students to select one or more phrases or sentences from a passage, so read the item carefully to know how to respond.

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

15 Ⓓ 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.

Test Item Types - ELA

- **Multi-Part**

- The two parts of the item, Part A & Part B, may be either multiple-choice (one answer), multi-select (more than one answer), or selectable text (one or more answers).

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

Part A

What is the main idea of the passage?

- Ⓐ 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

- **Table Match**

- Students will be required to match the information from each row to the corresponding column. Read the instructions carefully to know how to respond to the item.

Fill in the circles to show the order of steps ants take to leave their homes during a flood in Passage 1.

	First	Next	Finally
They build a new nest.	(A)	(B)	(C)
They move food and each other.	(D)	(E)	(F)
They stick their bodies together.	(G)	(H)	(I)

Test Item Types - ELA

- **Editing Task**

- Students will read a passage with several underlined words or phrases that may be incorrect. Following the passage, editing task items will ask students to review a sentence with an underlined word or phrase and to fill in one bubble to correct the sentence. If the sentence is already correct and requires no change, fill in the bubble marked “correct as is.”

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.

- | | |
|--|---|
| <p>5. If he worked hard, he knew he could learn all of the <u>words</u>.</p> <ul style="list-style-type: none">(A) word’s(B) words’(C) wordes(D) correct as is <p>6. Sam <u>frowning</u> when he heard the first word: “muscle.”</p> <ul style="list-style-type: none">(A) frown(B) frowned(C) frowns(D) correct as is | <p>7. Sam was surprised, and <u>we</u> started to laugh.</p> <ul style="list-style-type: none">(A) she(B) he(C) I(D) correct as is |
|--|---|

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%
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 Item Types - Math



ASSESSMENT &
ACCOUNTABILITY
AND STATE UNIVERSITY SYSTEMS

- **Math Item Types**
 - **Multiple Choice**
 - **Multi-Select**
 - **Table Match**
 - **Response Grid**
 - **Editing Task Choice**

Test Item Types - Math

- **Multiple Choice**

- Choose the best answer from the answer choices, and fill in one bubble for the correct answer.

How many times greater is the value of 5 in 2,573 than the value of 5 in 6,459?

- Ⓐ 10
- Ⓑ 50
- Ⓒ 100
- Ⓓ 500

Test Item Types - Math

- **Multi Select**

- Choose more than one correct answer from the answer choices, and fill in the bubbles for more than one correct answer.

Select all the expressions that have the same value as $30 \div 10$.

- Ⓐ 1×3
- Ⓑ $10 \div 30$
- Ⓒ 30×10
- Ⓓ $30 \div 10 \div 1$
- Ⓔ $30 \div (2 \div 5)$
- Ⓕ $(30 \div 2) \div 5$

Test Item Types - MATH

- **Table Match**

- Students will use the information in the table to provide your answer. You will be required to match the information from each row to the corresponding column. Read the directions carefully to understand how to respond to the item.

Match each number to the value of the number rounded to the nearest 10.

	180	190	200
181	(A)	(B)	(C)
186	(D)	(E)	(F)
194	(G)	(H)	(I)

Test Item Types - Math

• Response Grids

/	/	/	/	/	/	
.
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



- Response Grids (*continued*)

Do NOT write a mixed number, such as $13\frac{1}{4}$, in the answer boxes.

Change the mixed number to an equivalent fraction, such as $\frac{53}{4}$, or to an

equivalent decimal, such as 13.25. Do not try to fill in $13\frac{1}{4}$, as it would be

read as $\frac{131}{4}$ and would be counted wrong.

CORRECT

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

OR

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

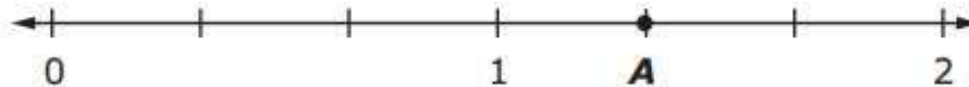
INCORRECT

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

Test Item Types - Math

- Response Grids

What fraction is represented by point A on the number line shown?



	/	/	/	/	/	
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

Test Item Types - Math



ASSESSMENT &
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AND STATE COLLEGE PUBLIC SCHOOLS

• Editing Task Choice

- Students will respond by choosing the correct word or phrase to fill in each blank in a sentence or sentences. For each answer choice box, fill in the bubble before the correct word or phrase. Be sure to respond to each of the editing task boxes in the item.

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

- (A) squares
- (B) trapezoids
- (C) rectangles

because

- (A) all the angles in each shape are right angles.
- (B) all the sides of each shape have the same length.
- (C) all the sides of each shape are made of straight lines.

Reference Sheets



- Grades 4 & 5 Math will receive reference sheets
 - Grade 4 some formulas will be 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
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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%

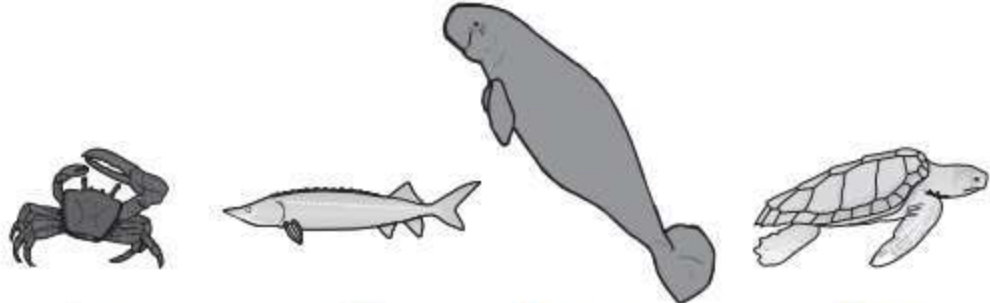
**DOK refers to the complexity level of the cognitive process demanded by a test item rather than the difficulty of the item.*

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

Test Design - Science

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

The organisms shown below live in or near bodies of water. Some are classified as vertebrates and some as invertebrates.



Crab Fish Manatee Turtle

not to scale

Which organism is classified as an invertebrate?

- A. crab
- B. fish
- C. manatee
- D. turtle

Electronic Devices

- **No electronic devices permitted during testing**
 - Students **CANNOT** have any electronic device (e.g., cell phone, mp3 player, game system, etc.) on them **OR** within arm's reach even if they do not use them
 - **Cause for immediate invalidation of test.**

NO



Helping Your Child

- **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 and the computer-based platform/tools.
- 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.

FSA Scores

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

FSA Score Report

Descriptions of Report:

- 1 – Identifies student, school, district, test administration
- 2 – Description of the FSA and resources for teachers, parents, & students.
- 3 – Performance Levels and Scale Score with information regarding the performance level.
- 4 – **Performance Details** lists the reporting categories, number of points possible, and number of points earned for each category.
- 5 – Performance Comparison shows how your student performed compared to the school, the district, and the state.

THE FLORIDA STANDARDS ASSESSMENT ENGLISH LANGUAGE ARTS GRADE 4 SCORE REPORT

DOE, JANE
SID: XXXXX91238
SPRING 2016

SCHOOL: DEMO SCHOOL (9999)
SCHOOL DISTRICT: DEMO DISTRICT (99)

1

2

PURPOSE OF THIS REPORT

The Florida Standards Assessments (FSA) are the statewide assessments in Florida. They are one of many tools our state's educators use to measure your student's mastery of the content that will be needed to be prepared for the next grade. This report is designed to provide you with insight into your student's performance so that you can continue supporting your student. If you have questions about this report, please contact your student's teacher or principal.

For resources to help your student better understand the Florida Standards, including tutorials, visit FloridaStandards.org. For resources to help your student better understand the FSA, including practice tests, please visit www.fsassessments.org.

Las Evaluaciones de los Estándares de la Florida (FSA) se administran en todo el estado de la Florida. Son una de las tantas herramientas que emplean los educadores de nuestro estado para medir el dominio del contenido que poseen los alumnos y que será necesario para estar preparados para el próximo grado. Este informe está diseñado para brindarle información sobre el desempeño de los alumnos a fin de que pueda continuar brindándoles apoyo. Si tiene preguntas sobre este informe, póngase en contacto con el docente o el director de los alumnos.

Para obtener recursos, incluidos tutoriales, para ayudar a los alumnos a comprender mejor los Estándares de la Florida, visite FloridaStandards.org. Para obtener recursos, incluidos exámenes de práctica, para ayudar a los alumnos a comprender mejor las FSA, visite www.fsassessments.org.

Evaluasyon Nòm Florida a (Florida Standards Assessments ou FSA an angle) se evaluasyon yo fè nan tout eta Florida. Yo se youn nan plizyè zouti edikatif nan eta nou an ilize pou mezire nan ki nivo pitit ou mezire sa l ap bezwen konnen pou prepare pou klas l ap ladan ane pwochen an. Nou ta kreye rapò sa a pou ba ou yon ide sou tason pitit ou ap travay lekòl pou w kapab kontinye swiv ak ede li. Si ou gen kesyon sou rapò sa a, tanpri kontakte pwofesè ouwa direktè pitit ou.

Pou jwenn resous pou ede pitit ou konprann Nòm Florida yo, ak leson pou aprann ladan, ale sou sitwèb FloridaStandards.org. Pou resous pou ede pitit ou konprann FSA a pi byen, ak egzèsis pou pratike lès yo, tanpri ale sou sitwèb www.fsassessments.org.

3

YOUR STUDENT'S PERFORMANCE ON THE 4TH GRADE ENGLISH LANGUAGE ARTS ASSESSMENT

PERFORMANCE LEVEL

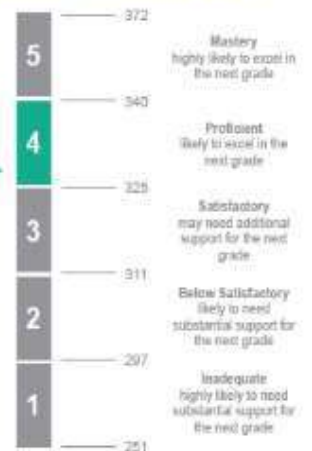


Students who score in Level 4 demonstrate proficiency in the Florida Standards for their grade. They are likely to excel in the next grade.

Los alumnos que obtienen un puntaje de nivel 4 demuestran competencia en los estándares de la Florida para su grado. Es probable que sobresalgan en el próximo grado.

Eliú rezita yo nan Nivo 4 yo montre yo gen konpetans nan Nòm Florida pou klas yo ye ane sa a. Yo gen chans pou reyisi nan klas y ap ladan ane pwochen an.

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4

YOUR STUDENT'S PERFORMANCE DETAILS

Number of points earned by your student in each reporting category on this assessment

Reporting Category	Points Earned	Points Possible
Key Ideas and Details	7	11
Craft and Structure	8	18
Integration of Knowledge and Ideas	7	13
Language and Editing	4	8
Text-based Writing	2	10

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YOUR STUDENT'S PERFORMANCE COMPARED

Percentage of students in each Performance Level in your district and the state

	School	District	Florida
Level 5	20%	20%	20%
Level 4	20%	20%	20%
Level 3	20%	20%	20%
Level 2	20%	20%	20%
Level 1	20%	20%	20%

FSA Achievement Levels

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?

- 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.



Grade 3 ELA / Good Cause



- **Grade 3 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 ELA.**
- 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**

- I-Ready: 50% or higher (score of 535+ on Diagnostic 3/May)
 - Summer – score of 535+
 - August (Diagnostic 1) – score of 535+
 - December (Diagnostic 2) – score of 544+
 - This is a higher score because it meets early/mid grade 4 level.
- Student portfolio of 3rd grade mini assessments demonstrating proficiency
- **ALL decisions are made on an individual/student basis**

Florida's Revised A+ Program

- The Florida Department of Education uses FSA and Science results to evaluate each public school and each school district.
- School grades are determined through performance on the FSA English Language Arts (Reading and Writing combined), Mathematics, and State Science tests.
- **Schools are required to test 95% of eligible students in order to earn a school grade.**
- The school grade is based upon the percentage of total points earned. Each component is worth up to 100 percentage points.

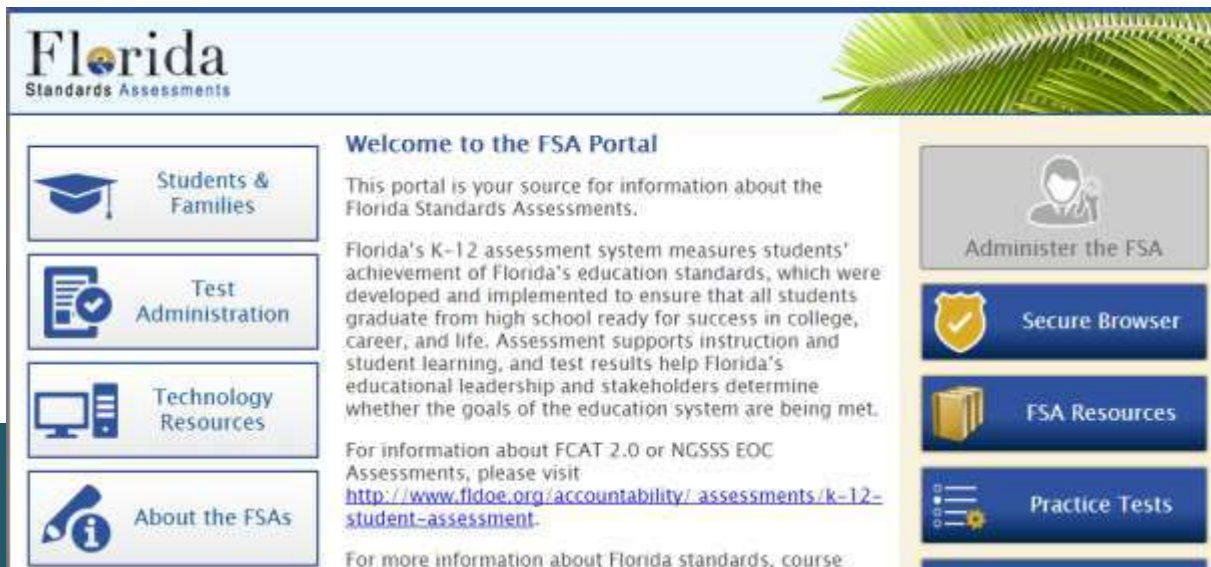
Florida's Revised A+ Program

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

- 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 Florida Standards Assessments Portal homepage. The header features the Florida Standards Assessments logo and a palm frond image. The main content area is divided into three columns. The left column contains four navigation buttons: '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 an information icon). The middle column has a 'Welcome to the FSA Portal' heading, followed by a paragraph explaining the portal's purpose, a paragraph about the K-12 assessment system, and a link to 'http://www.fldoe.org/accountability/assessments/k-12-student-assessment'. The right column contains 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).

Helpful Resources

- FSA Portal
www.FSAssessments.org
- **Florida State Standards (cpalms)**
<http://www.cpalms.org/Public>
- 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/>

District Assessment Staff



Assessment & Accountability Team

Director: Kelly Thompson: 407-320-0268 (KellyThompson@scps.k12.fl.us)

ES Lead: Daphne Csonka: 407-320-0270 (Daphne_Csonka@scps.k12.fl.us)

MS Lead: Joyce Moore: 407-320-0021 (Joyce_Moore@scps.k12.fl.us)

HS Lead: Sara Borosky: 407-320-0269 (Sara_Borosky@scps.k12.fl.us)



Questions and Answers



ASSESSMENT &
ACCOUNTABILITY
AND SOCIAL JUSTICE STRATEGIC CENTRE

