

Florida Standards Assessments (FSA) Spring 2020



**Hamilton Elementary
School of Engineering & Technology**

Agenda



ASSESSMENT &
ACCOUNTABILITY
SEMI NOLE 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?

- 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 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.

Who participates?

- Per Florida Statute 1008.22, all public school students are required to participate in the statewide assessment program.
 - 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!!

- **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?



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Assessment	Grade Level	Test Date(s)
FSA Writing	Grades 4 and 5	April 1 (Wednesday) Make-ups: April 2-14 Make-ups: May 11-15
FSA ELA	Grade 3	April 1 & 2 (Wednesday & Thursday) Make-ups: April 3-14
FSA ELA	Grades 4 and 5	May 5 & 6 (Tuesday & Wednesday) Make-ups: May 7-15
FSA Math	Grades 3-5	May 7 & 8 (Thursday & Friday) Make-ups: May 11-15
State Science	Grade 5	May 12 & 13 (Tuesday & Wednesday) Make-ups: May 14-22

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



Electronic Devices

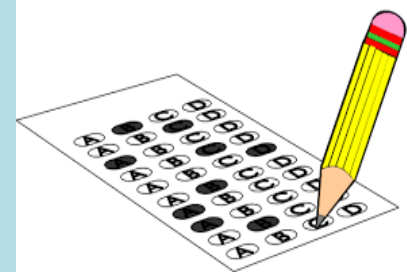


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- **No electronic devices permitted during testing**
 - Students **CANNOT** have any electronic device (e.g., cell phones/smartphones, smartwatches, cameras, etc.) on them **OR** within arm's reach even if they do not use them
 - **Cause for immediate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



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 (Reading & Writing)

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>	

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

- 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 Passage & Prompt



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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.

Handwriting practice lines for planning. The area contains 20 horizontal lines. A large, light gray diagonal watermark reading "SAMPLE" is overlaid across the center of the page.

This sheet will NOT be scored.

Writing Rubric and Sample



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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 sentence structures demonstrating language

Conventions of Standard English (2-point Rubric begins at score point 2)

- The response demonstrates an adequate command of basic conventions. The response may include the following:
- 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 much 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 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 Item Types - ELA



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- **ELA Item Types**
 - Multiple Choice
 - Editing Task
 - Selectable Text
 - Multi-Select
 - Evidence-Based Selected Response
 - Table Match
 - Multimedia

Test Item Types - ELA



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- **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



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- 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 Ⓐ 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.

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

• 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

- **Selectable Text**

- Excerpted sentences from the text are presented in two parts. Part A might ask the student to make an analysis or an inference & Part B might require the student to select the text to support the answer in Part A.

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

Part A

Why were experts called in to display Sue's skeleton?

- ☐ Ⓐ The skeleton needed the addition of missing parts.
- ☐ Ⓑ The skeleton needed to be protected from visitors.
- ☐ Ⓒ The skeleton needed extra support to hang upright.
- ☒ Ⓓ The skeleton needed to be arranged in a specific way.

Part B

Select one sentence to support your answer in Part A.

- ☐ Ⓐ "Most of the *T. rex* skeletons that had been found before Hendrickson's discovery were missing many bones." (paragraph 1)
- ☐ Ⓑ "Today children from all over the country go to the Field Museum in Chicago, Illinois, to visit Sue." (paragraph 3)
- ☐ Ⓒ "All of the bones in the display are real—except for the head." (paragraph 3)
- ☒ Ⓓ "They designed a way to hang the skeleton so that each individual bone could be removed and studied, then replaced, without disturbing the rest of the display." (paragraph 4)

Part A

Option D: **This answer is correct.** *The skeleton was arranged so that scientists could study it without disrupting the display.*

Part B

Option D: **This answer is correct.** *This sentence shows that the skeleton needed to be arranged in a specific way, to allow scientists to study the bones without disturbing the display.*

Test Item Types - ELA



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- **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

- **Evidence-Based
Selected Response**

- Two-part item:
Part A is multiple-choice &
Part B may be either
multiple-choice or multi-
select OR 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



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- **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.

9. 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)	<input checked="" type="radio"/>
They move food and each other.	(D)	<input checked="" type="radio"/>	(F)
They stick their bodies together.	<input checked="" type="radio"/>	(H)	(I)

Option C: **This answer is correct.** This is the third and final action in a series of steps that ants take to leave their homes during a flood.

Option E: **This answer is correct.** This is the second action in a series of steps that ants take to leave their homes during a flood.

Option G: **This answer is correct.** This is the first action in a series of steps that ants take to leave their homes during a flood.

Test Item Types - ELA

- **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"/>	<input type="radio"/>	<input checked="" type="radio"/>
shows how complete Susan Hendrickson's discovery was	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
shows how Sue's skeleton could not be displayed all together	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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



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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%
-------------------	--------

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*

Test Item Types - Math

- **Math Item Types**
 - Multiple Choice
 - Equation Editor/Gridded Response
 - Editing Task Choice
 - Selectable Hot Text
 - Multiselect
 - Matching

Test Item Types - Math



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- **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



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• 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

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.

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

- 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.

- **Equation Editor/Gridded Response (*continued*)**

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

INCORRECT

A 10x10 grid with numbers 1-9 and a large 'X' mark. The grid is divided into four quadrants by a vertical line and a horizontal line. The top-left quadrant contains the numbers 1, 3, 1, and 4. The top-right quadrant contains the numbers 1, 3, 1, and 4. The bottom-left quadrant contains the numbers 1, 3, 1, and 4. The bottom-right quadrant contains the numbers 1, 3, 1, and 4. A large 'X' mark is drawn across the entire grid.

Test Item Types - Math



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- 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
	/	/	/	/	●	
•	•	•	•	•	•	•
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
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

Other correct responses: any equivalent value

Test Item Types - Math

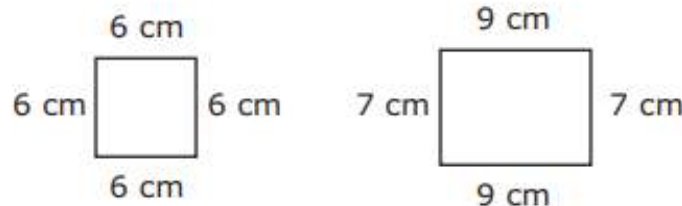


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- **Editing Task Choice**

- 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

- ☐ (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.

Test Item Types - Math



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- **Selectable Hot Text**

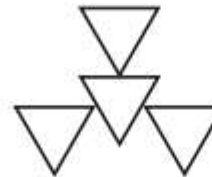
- Excerpted sentences from the text are presented in this item type. The student fills in bubbles to indicate which sentences are correct.

22. A pattern starts with one triangle and follows the rule: "Add one triangle to the top, add one triangle to the left, and add one triangle to the right." The first three figures for the pattern are shown.

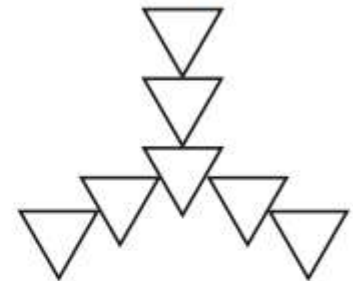
1st Figure



2nd Figure



3rd Figure



Complete the statement to describe the 4th figure for the pattern shown. For each blank, fill in the circle **before** the word or phrase that is correct.

The 4th figure for the pattern will have an

<input type="radio"/> A	even
<input type="radio"/> B	odd

number of triangles

because

- | | |
|-------------------------|---|
| <input type="radio"/> A | adding an even number to an even number will always equal an even number. |
| <input type="radio"/> B | adding an even number to an even number will always equal an odd number. |
| <input type="radio"/> C | adding an odd number to an odd number will always equal an even number. |
| <input type="radio"/> D | adding an odd number to an odd number will always equal an odd number. |

Test Item Types - Math



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SEMI NOLE COUNTY PUBLIC SCHOOLS

- **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



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- **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



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- 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

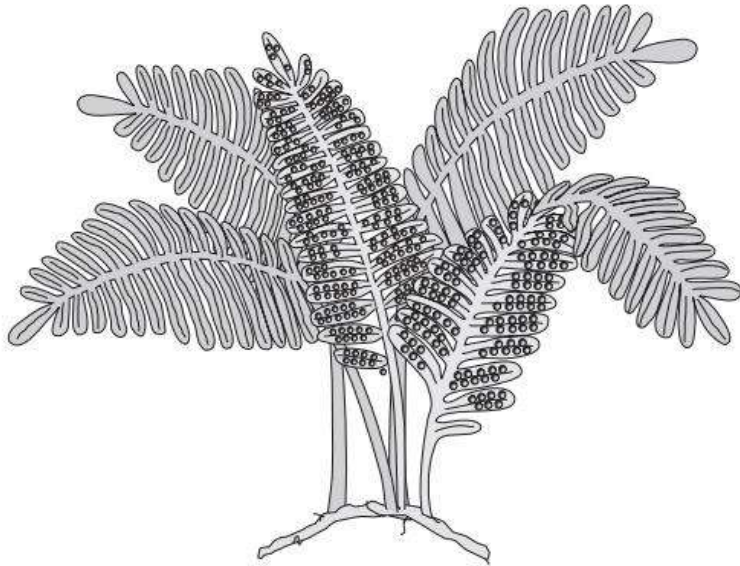
Test Design - Science



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- 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

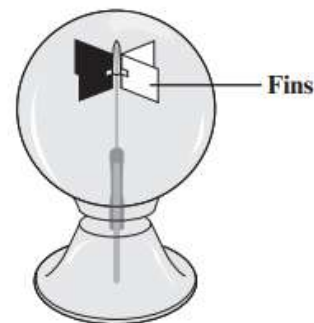
- 7 Erosion and weathering can both cause changes to the surface of Earth. Which of the following happens **only** because of erosion and NOT because of weathering?

- 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

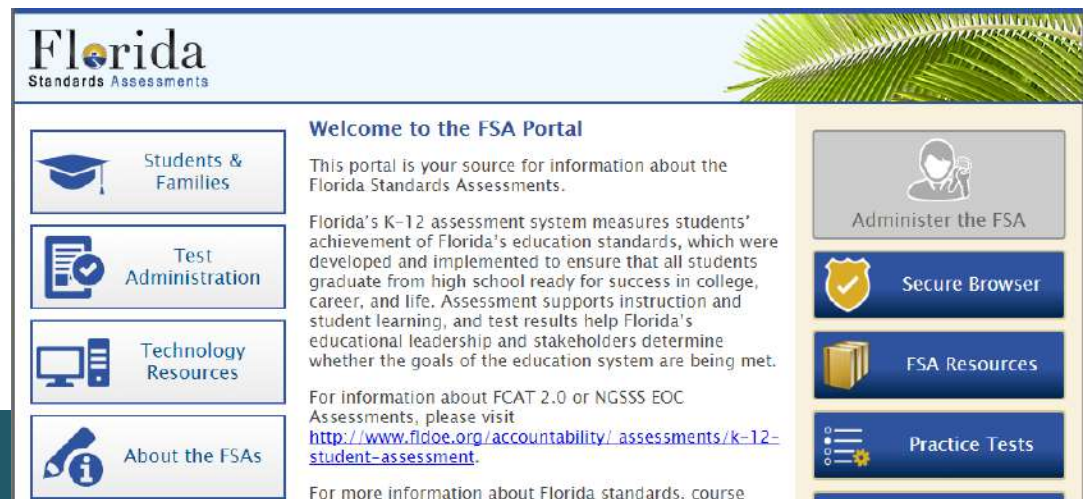
Helping Your Child

- **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.
- 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 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.



Additional Reading Practice Sites:



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- Common Lit
 - <https://www.commonlit.org/>
- Read Works
 - <https://www.readworks.org/>
- Read Write Think
 - <http://www.readwritethink.org/>
- K5 Learning
 - <https://www.k5learning.com/>
- Read Theory
 - <https://readtheory.org/>

Additional Math Practice Sites:



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- Khan Academy
 - <https://www.khanacademy.org/>
- Illustrative Mathematics
 - <https://www.illustrativemathematics.org/>
- Learn Zillion
 - <https://learnzillion.com/p/>
- Illuminations Math
 - <https://illuminations.nctm.org/>
- IXL
 - <https://www.ixl.com/>

Helpful Resources

- FSA Portal
www.FSAssessments.org
- **Florida State Standards (cpalms) – HIGHLY RECOMMEND**
<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/>

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 **no later than June 30**.
 - Schools will determine how score reports will go home to parents.

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)
 - Summer Learning Camp – score of 535+
 - August/September (Diagnostic 1) – score of 535+
- Student Portfolio (specific criteria must be met)
- SAT10: 45% or higher (only given during Summer Learning Camp)
- **ALL decisions are made on an individual/student basis**

FSA Score Report (Page 1)

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.



THE FLORIDA STANDARDS ASSESSMENTS

GRADE 10 ENGLISH LANGUAGE ARTS SCORE REPORT

DEMO, STUDENT1

FLEID: FL1000000182

SPRING 2019

SCHOOL: DEMO SCHOOL (9999)

SCHOOL DISTRICT: DEMO DISTRICT (99)

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, Eyalasyon Nòm Florida (Florida Standards Assessments, FSA) nan matyè Lang Anglè (Language Arts, ELA), Matematik, ak eyalasyon Fen Kou (end-of-course, EOC) (Aljèb 1 ak jwometri) ap sèvi elèv Florida yo kote yo mezire sa elèv yo aprann ak pwogrès yo fè. Eyalasyon an kore enstriksyon ak aprantisaj elèv yo, epi rezilta tèst yo ede dirijan ak patiprenant nan edikasyon Florida yo detèmine si yo satisfè objektif sistèm edikasyon an.

Rapò sa a montre pètòmans pitit ou a nan eyalasyon FSA Prentan 2019 la ELA. Epi tou li pral pèmèt ou konpare pwen pitit ou a make ak pètòmans lòt elèv ki nan menm klas ak li nan tout eta a ak pou swiv pwogrès akadèmik pitit ou a chak ane. Ansan, li ou gade pwen li make nan chak kategori referans, ou ka idantifye nan ki matyè li bezwen amelyore.

STUDENT1'S PERFORMANCE ON THE GRADE 10 ELA ASSESSMENT

PERFORMANCE LEVEL

5

4

El alumno cumplió con el requisito de puntaje de la evaluación de Lengua y Literatura Inglesa de 10º grado, ya que obtuvo el puntaje necesario para aprobar de 350 o lo superó.

Your student has met the Grade 10 English Language Arts assessment graduation requirement by scoring at or above the passing score of 350.

Pitit ou te satisfè kondisyon gradyasyon eyalasyon Lang Anglè Klas 10èm ane a paske li te make 350 pwen, ki se pwen li sipoze fè pou pase oswa plis.

	5		412	Mastery <i>highly likely to excel in the next grade</i>
	4		378	Predictant <i>likely to excel in the next grade</i>
	3		362	Satisfactory <i>may need additional support for the next grade</i>
	2		350 <small>Passing Score</small>	Below Satisfactory <i>likely to need substantial support for the next grade</i>
	1		334	Inadequate <i>highly likely to need substantial support for the next grade</i>
			284	

00000-99-09-00

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.

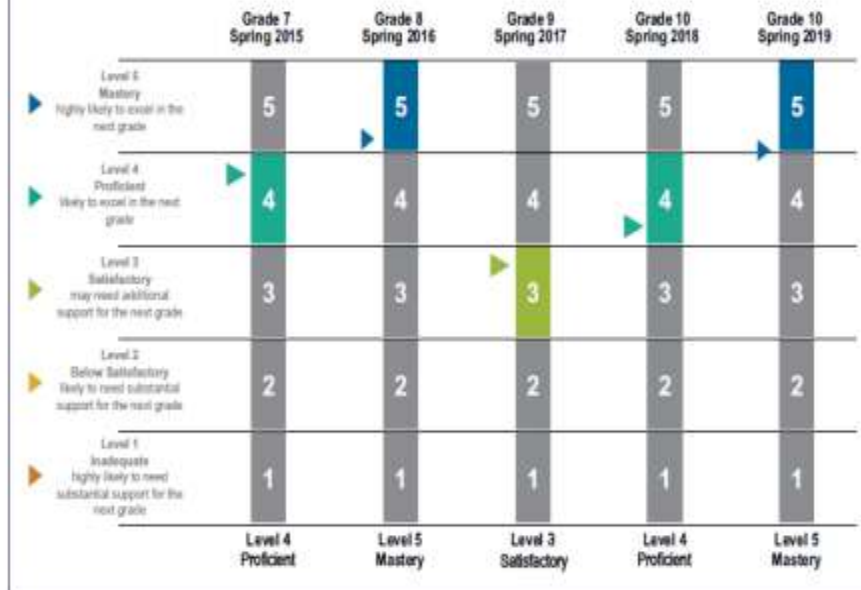
6 – Performance Compared:

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

5

STUDENT1'S PREVIOUS PERFORMANCE ON THE ELA ASSESSMENT

This chart displays Student1's performance on the ELA assessments over time. It reports the performance levels for the most recently completed tests in ELA (if available).



6

STUDENT1'S 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	20%	21%	19%
Level 4	20%	21%	19%
Level 3	20%	21%	19%
Level 2	20%	21%	19%
Level 1	20%	21%	19%

FSA Score Report (Page 3)

7

STUDENT1'S 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	In this category, students are expected to read closely to understand information; cite textual evidence to support inferences/conclusions; analyze development and interaction of central ideas, themes, individuals, events, or supporting ideas; and summarize key concepts.	14	15
	En esta categoría, se espera que los estudiantes lean de manera atenta para entender la información, citen pruebas textuales para respaldar sus inferencias/conclusiones, analicen el desarrollo y la interacción de ideas, temas, personas y eventos centrales o ideas de respaldo y resuman los conceptos clave.		
	Nan kategori sa a, elèv yo sipoze kapab li byen pou konprann enfòmasyon; site tèks kòm prèv pou sipòte dediksyon/konklizyon; analize devlopman ak entèraksyon ide santral, tèm, endividi, evènman, oswa ide sipò; epi rezime konsèp prensipal yo.		
Craft and Structure	In this category, students are expected to interpret connotative and figurative meanings of words/phrases, analyze how word choice affects meaning/tone and how text structures impact the text, and determine the effects of point of view or purpose.	20	22
	En esta categoría, se espera que los estudiantes interpreten los significados connotativos y figurativos de palabras/oraciones, analicen de qué forma la elección de palabras afecta el significado/tono y cómo las estructuras del texto afectan el texto y determinen los efectos del punto de vista o el objetivo.		
	Nan kategori sa a, elèv yo sipoze kapab entèprete syifikasyon konotatif ak figiratif mo/friz, analize kijan chwa mo afekte sansyon ak fason estrikti tèks la kapab enfliyanse tèks la, epi detèmine efè pwendvi pèsonel ak objektif.		
Integration of Knowledge and Ideas	In this category, students are expected to integrate and evaluate content presented in diverse media formats; evaluate arguments for claims, validity, relevance, and sufficient evidence; and analyze treatment of similar themes or topics.	7	10
	En esta categoría, se espera que los estudiantes integren y evalúen el contenido presentado en diversos formatos y medios, evalúen los argumentos empleados para respaldar las afirmaciones, la validez, la relevancia y la suficiencia de las pruebas y analicen el tratamiento que se hace de ideas principales o temas similares.		
	Nan kategori sa a, elèv yo sipoze kapab entegre ak evalye kontni yo prezante nan diferan fòm, evalye agiman pou deklarasyon, validite, pètnans, ak ase prèv; epi analize tretman tèm oswa sijè ki sanble.		
Language and Editing	In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	6	7
	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.		
	Nan kategori sa a, elèv yo sipoze kapab montre yo ka metrize nòm gramè, fason pou fèliz, ekri an majèkl ak minèkl, ponktasyon, ak lògraf lang angle estanda.		
Text-Based Writing	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.	8	10
	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.		
	Nan kategori sa a, elèv yo sipoze kapab tire prèv ki apwopriye nan diferan tèks pou sipòte yon deklarasyon oswa ide enpòtan; Eki yon fason ki klè epi rasyonèl ak devlopman, òganizasyon, ak estil ki apwopriye pou travay, objektif, ak piblik la.		

* 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)

8

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.

9

STUDENT'S 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
<p>Your student earned 4 out of 4 possible points. The response is fully sustained and consistently focused within the purpose, audience, and task. It has a clearly stated controlling idea/claim and effective organizational structure creating coherence and completeness.</p> <p>Su estudiante obtuvo 4 de los 4 puntos posibles. La respuesta está totalmente fundamentada y centrada en el objetivo, la audiencia y la tarea. Tiene una idea de control/afirmación expresada claramente y una estructura organizacional efectiva, lo cual crea coherencia e integridad.</p> <p>Pitit ou ta te fe 4 pwen sou 4 pwen posib. Li te kore repons li yo nèt epi li te toujou konsantre sou objektif, piblik, ak travay li gen pou fè a. Li te bay yon ide/deklarasyon kontwòl ki epi estrikti a te byen òganize ki te fe li te kòmanse ak konplè.</p>	<p>Your student earned 3 out of 4 possible points. The response provides adequate support with cited evidence for the controlling idea/writer's claim that includes the use of sources, facts, and details.</p> <p>Su estudiante obtuvo 3 de los 4 puntos posibles. La respuesta incluye argumentos adecuados con pruebas citadas para respaldar la idea de control/afirmación del autor e incluye el uso de fuentes, hechos y detalles.</p> <p>Pitit ou ta te fe 3 pwen sou 4 pwen posib. Repons li a te bay ase sipò ak prèv site pou ide kontwòl/deklarasyon ekriyen an ki te itilize sous, enfòmasyon, ak detay yo byen.</p>	<p>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.</p> <p>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.</p> <p>Pitit ou ta te fe 2 pwen sou 2 pwen posib. Repons la montre li pa ka metrize ase nòm debaz. Repons la ka gen kek ti erè nan itilizasyon, men li pa gen anpil fèt. Li itilize ase ponktiyasyon, lèt majiskil ak miniskil li li sipò, enfòmasyon fraz, ak òtograf.</p>

RECOMMENDED RESOURCES

FSA Portal

The FSA Portal is the gateway for FSA information and resources (www.flassessments.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.

FD0E Website

You are encouraged to browse the department's website (www.fl0e.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

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.



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.

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%)	

Questions and Answers



ASSESSMENT &
ACCOUNTABILITY
SEM NOLE COUNTY PUBLIC SCHOOLS



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