

# **FSA PARENT NIGHT**

**CUNNINGHAM CREEK ELEMENTARY**

**FIFTH GRADE PRESENTATION**

**FEBRUARY 27, 2018**



# **FIFTH GRADE ASSESSMENTS FOR 2017-2018**

- **FSA ELA WRITING COMPONENT**
- **FSA ELA**
- **FSA MATHEMATICS**
- **FLORIDA STATEWIDE SCIENCE  
ASSESSMENT (FSSA)**

# **FSA ELA WRITING**

- **THE FSA ELA ASSESSMENT HAS A TEXT-BASED WRITING COMPONENT THAT IS ADMINISTERED SEPARATELY FROM THE REST OF THE FSA ELA ASSESSMENT, BUT IT IS REPORTED AS PART OF THE ELA SCORE. (IT IS ADMINISTERED EARLIER TO ALLOW TIME FOR HANDSCORING.)**
- **MARCH 6, 2018**
- **1 SESSION ONLY**
- **120 MINUTES**
- **PAPER-BASED ASSESSMENT**

# **FSA ELA WRITING**

- **STUDENTS WILL BE REQUIRED TO RESPOND TO AN OPINION OR INFORMATIVE WRITING PROMPT.**
- **THE WRITING COMPONENT WILL BE PAPER BASED.**
- **STUDENTS WILL BE EXPECTED TO READ SEVERAL PASSAGES ASSOCIATED WITH THE PROMPT. THEN PLAN, WRITE, REVISE AND EDIT WITH IN THAT 120 MINUTE TIME PERIOD.**
- **STUDENTS MUST DEMONSTRATE THE ABILITY TO PULL EVIDENCE FROM THE TEXT TO SUPPORT THEIR WRITING.**
- **THE STUDENT WILL EARN A SCORE IN THREE AREAS:**
  - **PURPOSE, FOCUS, AND ORGANIZATION (4 POINTS)**
  - **EVIDENCE AND ELABORATION (4 POINTS)**
  - **CONVENTIONS OF STANDARD ENGLISH (2 POINTS)**

# **FSA ELA Sample Writing Prompt**

## **Writing Prompt**

**The readings talked about clutter and being tidy. Write an essay in which you give your opinion: Is clutter sometimes okay, or should you always try to be neat? Use the information from the passages in your essay. Manage your time carefully so that you can:**

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

**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 writing should be in the form of a well-organized, multiparagraph essay.**

# FSA ELA Writing Rubric

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)	Conventions of Standard English (2-point Rubric begins at score point 2)
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"> <li>• Strongly maintained controlling idea with little or no loosely related material</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion</li> </ul>	<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"> <li>• Relevant evidence integrated smoothly and thoroughly with references to sources</li> <li>• 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</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Maintained controlling idea, though some loosely related material may be present</li> <li>• Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	

*Continued on the following page*

# FSA ELA Writing Rubric

## FINAL ELA Text-based Writing Rubrics, Grades 4–5: Informative/Explanatory Florida Standards Assessments

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>Partially focused controlling idea, but insufficiently sustained or unclear</li> <li>Inconsistent use of transitional strategies with little variety</li> <li>Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Weakly integrated evidence from sources and erratic or irrelevant references</li> <li>Repetitive or ineffective use of elaborative techniques</li> <li>Imprecise or simplistic expression of ideas</li> <li>Inappropriate or ineffective domain-specific vocabulary</li> <li>Sentences possibly limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Some minor errors in usage, but no patterns of errors</li> <li>Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>Confusing or ambiguous ideas</li> <li>Frequent extraneous ideas impeding understanding</li> <li>Few or no transitional strategies</li> <li>Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Minimal, absent, erroneous, or irrelevant evidence from the source material</li> <li>Expression of ideas that is vague, lacks clarity, or is confusing</li> <li>Limited or inappropriate language or domain-specific vocabulary</li> <li>Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Various errors in usage</li> <li>Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

# **FSA ELA**

- **April 16th – 19th**
- **Two 80 Minute Sessions**
- **56-66 Test Items**
- **Computer Based Testing**



# FSA ELA

**The length and complexity of texts should vary within each grade-level assessment. The table below suggests an approximate word count range for a text or text set.**

<b>Grade</b>	<b>Range of Number of Words</b>
<b>3</b>	<b>100 - 700</b>
<b>4</b>	<b>100 - 900</b>
<b>5</b>	<b>200 - 1000</b>
<b>6</b>	<b>200 - 1100</b>
<b>7</b>	<b>300 - 1100</b>
<b>8</b>	<b>350 - 1200</b>
<b>9</b>	<b>350 - 1300</b>
<b>10</b>	<b>350 - 1350</b>
<b>11</b>	<b>350 - 1400</b>

# FSA ELA Test Design

Test Design Summary and Blueprint: English Language Arts

**Florida**  
Standards Assessments

## Grade 5 English Language Arts Standards Coverage ELA Reading, Language, Listening (Excluding ELA Writing)

Reporting Category	Genre	Standard	Percentage of Assessment
Key Ideas and Details	Literature	LAFS.5.RL.1.1	15-25%
		LAFS.5.RL.1.2	
		LAFS.5.RL.1.3	
	Informational	LAFS.5.RI.1.1	
		LAFS.5.RI.1.2	
		LAFS.5.RI.1.3	
Craft and Structure	Literature	LAFS.5.RL.2.4	25-35%
		Also assesses LAFS.5.RF.3.3 and LAFS.5.RF.4.4	
		LAFS.5.L.3.4	
		LAFS.5.L.3.5	
		LAFS.5.RL.2.5	
		LAFS.5.RL.2.6	
	Informational	LAFS.5.RI.2.4	
		Also assesses LAFS.5.RF.3.3 and LAFS.5.RF.4.4	
		LAFS.5.L.3.4	
		LAFS.5.L.3.5	
		LAFS.5.RI.2.5	
		LAFS.5.RI.2.6	

# FSA ELA Test Design

Integration of Knowledge and Ideas	Literature	LAFS.5.RL.3.7 Also assesses LAFS.5.SL.1.2 LAFS.5.RL.3.9	20-30%
	Informational	LAFS.5.RI.3.7 Also assesses LAFS.5.SL.1.2 LAFS.5.SL.1.3	
		LAFS.5.RI.3.8	
		LAFS.5.RI.3.9	
Language and Editing	Literature or Informational	LAFS.5.L.1.1 LAFS.5.L.1.2	15-25%
Text-Based Writing	Literature or Informational	LAFS.5.W.1.1	The weighting of the Writing component relative to the Reading, Language, and Listening component will be determined in spring 2015 after analysis of field test and operational data.
		LAFS.5.W.1.2	
		LAFS.5.W.2.4	
		LAFS.5.W.2.5	
		LAFS.5.W.2.6	
		LAFS.5.W.3.8	
		LAFS.5.W.3.9	
		LAFS.5.L.1.1	
		LAFS.5.L.1.2	
		LAFS.5.L.2.3	
LAFS.5.L.3.4			
LAFS.5.L.3.5			
LAFS.5.L.3.6			

# FSA MATHEMATICS

- **April 24-27**
- **Two 80 Minute Sessions**
- **60 – 64 Test Items**
- **Computer Based Testing**
  - **25%-55% Composed of Technology-Enhanced Items**
- **Four-page Work Folder**
- **Reference Sheet**

# FSA Math Test Design

Test Design Summary and Blueprint: Mathematics

## Grade 5 Mathematics Standards Coverage

Reporting Category	Standard	% of Test
Operations, Algebraic Thinking, and Fractions	MAFS.5.OA.1.1	39
	MAFS.5.OA.1.2	
	MAFS.5.OA.2.3	
	MAFS.5.NF.1.1	
	MAFS.5.NF.1.2	
	MAFS.5.NF.2.3	
	MAFS.5.NF.2.4	
	Also Assesses MAFS.5.NF.2.6	
	MAFS.5.NF.2.5	
	MAFS.5.NF.2.7	
Numbers and Operations in Base Ten	MAFS.5.NBT.1.1	28
	MAFS.5.NBT.1.2	
	MAFS.5.NBT.1.3	
	MAFS.5.NBT.1.4	
	MAFS.5.NBT.2.5	
	MAFS.5.NBT.2.6	
	MAFS.5.NBT.2.7	
	MAFS.5.MD.1.1	
MAFS.5.MD.2.2		
MAFS.5.MD.3.3		
Also Assesses MAFS.5.MD.3.4		
MAFS.5.MD.3.5		
MAFS.5.G.1.1		
Also Assesses MAFS.5.G.1.2		
MAFS.5.G.2.3		
Also Assesses MAFS.5.G.2.4		
Total Standard Groupings	22	100

Critical areas of focus were included in the determination of the percentage for each reporting category.

# FSA Mathematics Reference Sheet

## 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

# **FCAT SCIENCE 2.0**

- **May 1 (Session 1)**
- **May 2 (Session 2)**
- **60-66 Test Items**
- **Paper Based Testing**

# FCAT Science 2.0

## FCAT 2.0 Science Grade 5 Science Test Design

**Nature of Science**  
**17%**

**Earth and Space**  
**29%**

**Physical Science**  
**29%**

**Life Science**  
**25%**



# **FSA RESOURCES FOR PARENTS**

**<http://www.fsassessments.org/>**

**<http://www.fsassessments.org/training-tests>**

**<http://www.fsassessments.org/students-and-parents>**