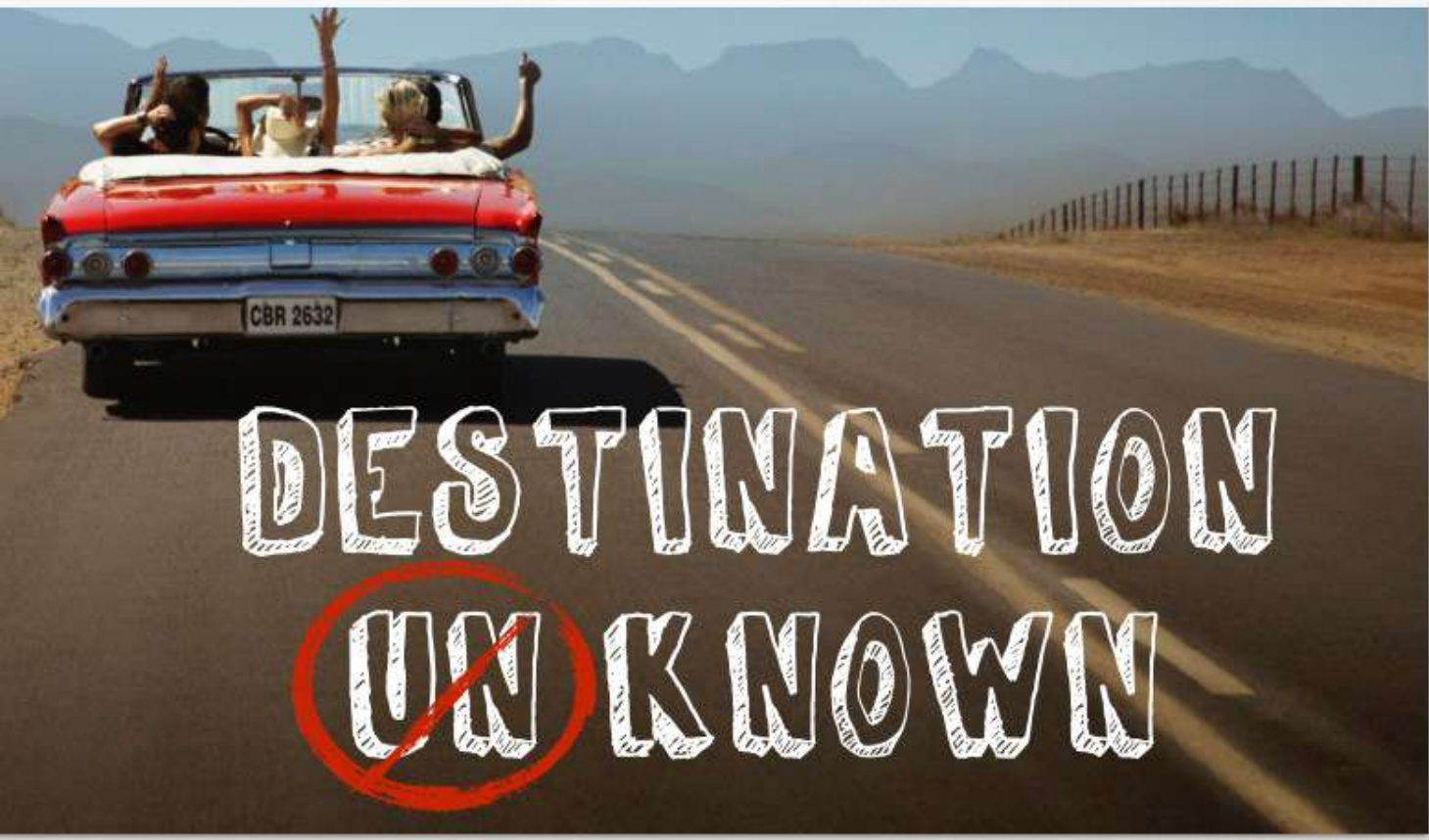


The Florida Standards &
Florida Standards
Assessment

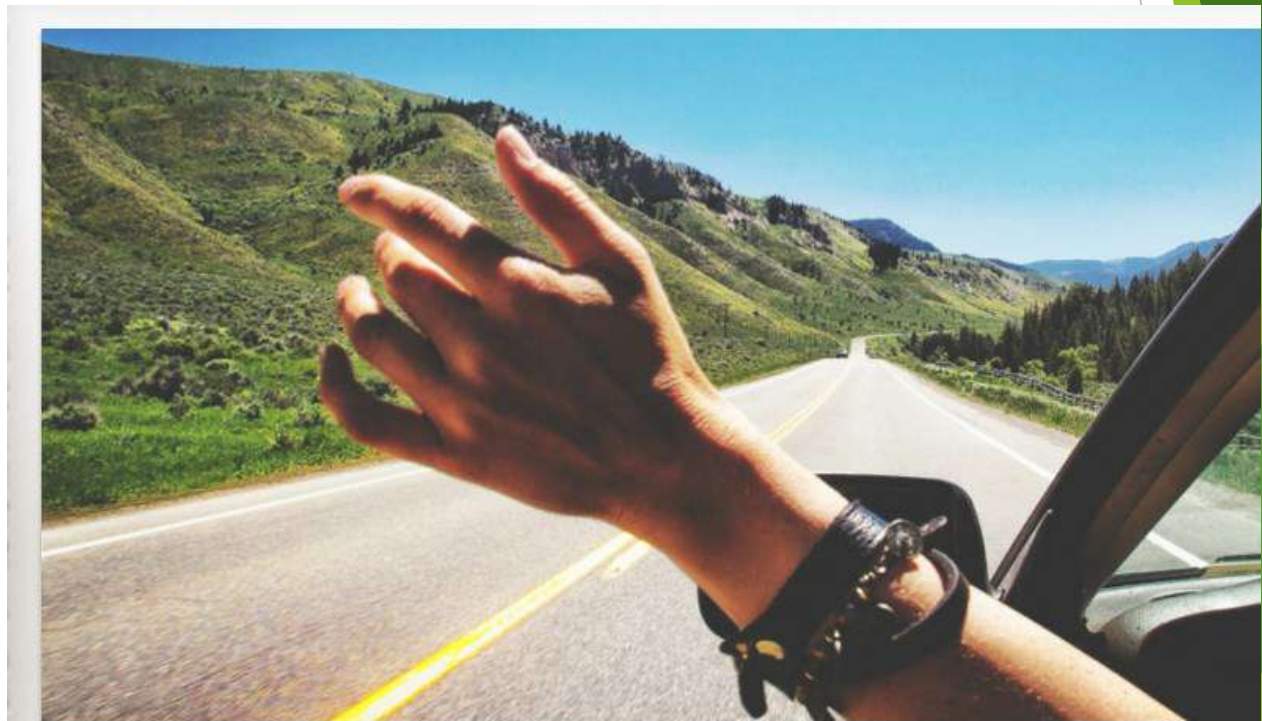


DESTINATION
~~UN~~ KNOWN



Your Guides

Oviedo and Hagerty
Cluster Schools

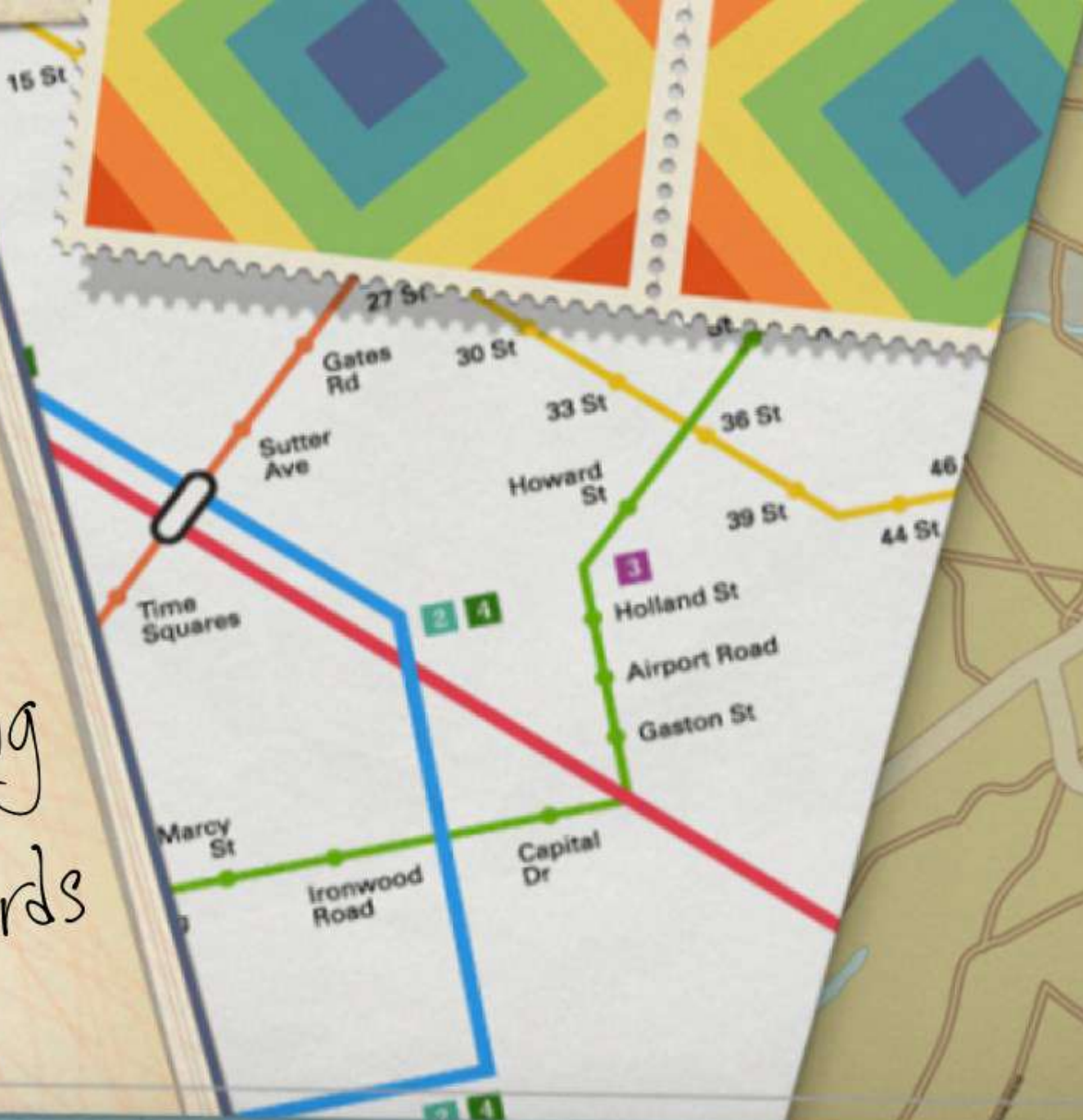


Leave the Baggage
Behind... ♪

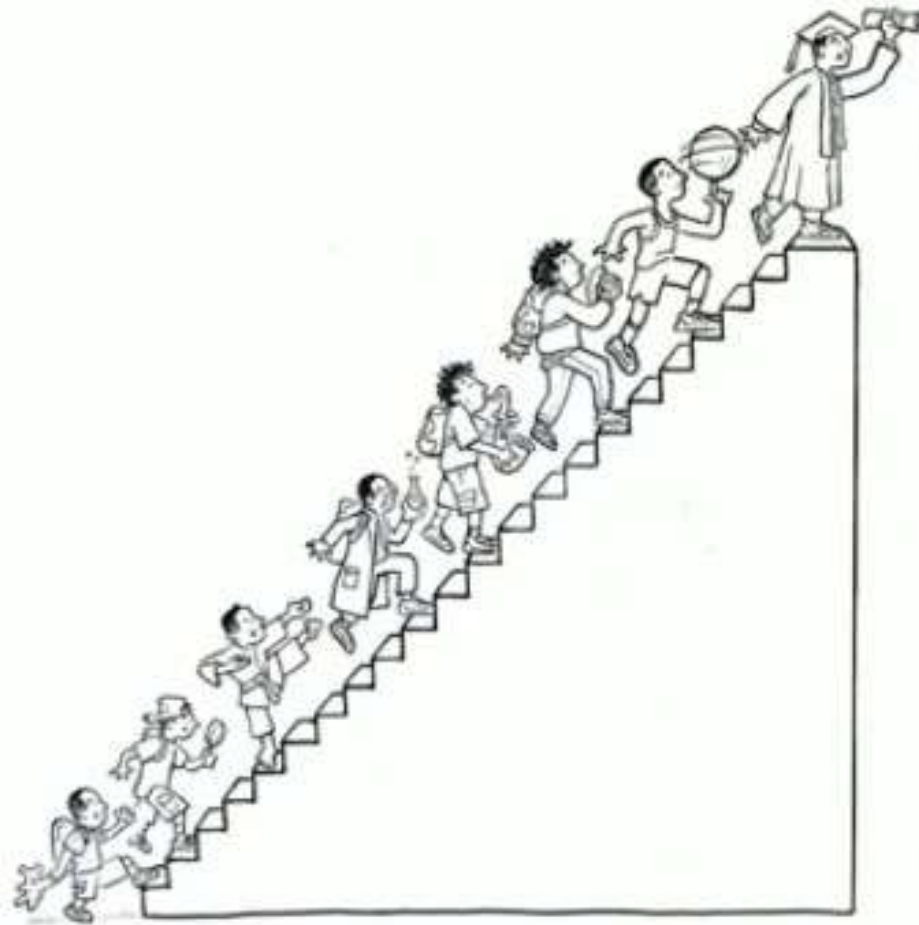


Florida Standards

Tips to
Understanding
the Standards



KINDERGARTEN



12th GRADE

Power Standards

Reading

- RL/RI 1.3 | Analysis
- RL/RI 2.5 | Text Structure
- RL/RI 2.6 | Point of View
- RL/RI 3.7 | Multi-Media
- RI 3.8 | Argument
- RI 3.9 | Multiple Sources

Writing

- W 1.1 | Argument to Support a Claim
- W 1.2 | Informational Writing to Support a Concept, Process, Idea
- W 3.7 | Research to Answer a Question
- W 3.8 | Gathering Information
- W 3.9 | Draw Evidence to Support Analysis

Language

- L 1.1 | Conventions of Grammar and Usage
- L 1.2 | Conventions
- L 2.3 | Language Functions in Different Contexts, Styles
- L 3.4 | Clarifying Meaning of Unknown Words
- L 3.5 | Figurative Language/ Word Relationships
- L 3.6 | Academic Language



Florida Standards Assessment

Tips to

Understanding
the FSA



The Acronyms



DATA RECOGNITION
DRC
CORPORATION



AIR[®]

AMERICAN INSTITUTES FOR RESEARCH[®]

FSA

FLORIDA STANDARDS ASSESSMENT

STATE STANDARDIZED TEST FOR ELA AND MATH

EOC

END OF COURSE EXAM

STATE STANDARDIZED TEST FOR MATH, CIVICS, U.S. HISTORY AND BIOLOGY

SBA

STANDARDS-BASED ASSESSMENT

DISTRICT STANDARDIZED TEST FOR SUBJECTS NOT TIED TO FSA OR AN EOC



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

New Assessments Included in the AIR Contract

Florida Standards Assessments (FSA):

- ELA Grades 3-11
 - Writing Component in Grades 4-11
- Mathematics Grades 3-8
- Algebra 1 EOC
- Algebra 2 EOC
- Geometry EOC

FLORIDA STATEWIDE ASSESSMENT PROGRAM 2014–2015 SCHEDULE



Florida Standards Assessments (FSA)

English Language Arts and Mathematics

Dates	Assessment
December 1–19, 2014	Computer-Based: FSA English Language Arts Writing Component Field Test (selected schools only)
March 2–13, 2015	Paper-Based: FSA Grade 4 English Language Arts Writing Component
March 2–13, 2015	Computer-Based (including Paper-Based Accommodations): FSA Grades 5–11 English Language Arts Writing Component
March 23–April 10, 2015	Paper-Based: FSA Grades 3 and 4 English Language Arts FSA Grades 3 and 4 Mathematics
April 13–April 24, 2015	Paper-Based Accommodations: FSA Grades 5–11 English Language Arts FSA Grades 5–8 Mathematics
April 13–May 8, 2015	Computer-Based: FSA Grades 5–11 English Language Arts FSA Grades 5–8 Mathematics

CBT Schedule

FLORIDA'S TRANSITION TO COMPUTER-BASED TESTING FOR STATEWIDE ASSESSMENTS 2014-18

Assessment	2014-15	2015-16	2016-17	2017-18
FLORIDA STANDARDS ASSESSMENTS American Institutes for Research (AIR)				
Grade 3 ELA	PBT	PBT	PBT	1 st year CBT
Grade 3 Mathematics	PBT	PBT	1 st year CBT	CBT
Grade 4 ELA	PBT	1 st year CBT	CBT	CBT
Grade 4 Mathematics	PBT	PBT	1 st year CBT	CBT
Grade 5 ELA	1 st year CBT	CBT	CBT	CBT
Grade 5 Mathematics	CBT	CBT	CBT	CBT

NEXT GENERATION SUNSHINE STATE STANDARDS (NGSSS) ASSESSMENTS Pearson				
Grades 5 Science	PBT	PBT	PBT	PBT

Blueprints & Design Summaries

Percentage of Points by Depth of Knowledge Level

Grade	DOK Level 1	DOK Level 2	DOK Level 3
3–11	10% - 20%	60% - 80%	10% - 20%

Note: The Text-based Writing component at grades 4-11 is a DOK 3 task.

Test Length

This table provides the approximate range for the number of items on each test.

Grade/Course	Number of Items
3	56 – 60
4	56 – 60
5	56 – 60
6	58 – 62
7	58 – 62
8	58 – 62
9	60 – 64
10	60 – 64
11	60 – 64

Note: Approximately 6 – 10 items within the Reading, Language, and Listening components listed above are experimental (field test) and are included in the ranges above but are not included in students' scores. Because the field test for the Text-based Writing component will be conducted in December 2014, no additional field test tasks will be included in the operational assessments of this component.

Testing Times

FSA English Language Arts - Writing Component ONLY

Grade/Subject	Proposed Time	Number of Sessions	Computer-Based in 2015?
4	90 minutes	1	No
5	90 minutes	1	Yes
6	90 minutes	1	Yes
7	90 minutes	1	Yes
8	90 minutes	1	Yes
9	90 minutes	1	Yes
10	90 minutes	1	Yes
11	90 minutes	1	Yes

Testing Times

FSA English Language Arts (Not Including the Writing Component)

Grade/ Subject	Proposed Time	Number of Sessions*	Computer-Based in 2015?
3	160 minutes	2	No
4	160 minutes	2	No
5	160 minutes	2	Yes
6	170 minutes	2	Yes
7	170 minutes	2	Yes
8	170 minutes	2	Yes
9	180 minutes	2	Yes
10	180 minutes	2	Yes
11	180 minutes	2	Yes

*All sessions administered over two days.

Testing Times

FSA Mathematics

Grade/Subject	Proposed Time	Number of Sessions*	Computer-Based in 2015?
3	160 minutes	2	No
4	160 minutes	2	No
5	160 minutes	2	Yes
6	180 minutes	3	Yes
7	180 minutes	3	Yes
8	180 minutes	3	Yes
Alg 1	180 minutes	2	Yes
Geo	180 minutes	2	Yes
Alg 2	180 minutes	2	Yes

*All sessions administered over two days. For Grades 6-8, Session 1 is on Day 1, Sessions 2 & 3 on Day 2.



Seminole County Public Schools

- HOME
- SCHOOLS
- PARENTS
- STUDENTS
- PUBLIC
- DEPARTMENTS
- SCHOOL BOARD

- ABOUT US
- DIVIDENDS/RSVP PROGRAMS
- EMPLOYMENT OPPORTUNITIES
- EPATHWAYS
- SCHOOL CHOICE
- SCHOOL GRADES
- SCPS CALENDARS
- WHICH SCHOOL DO I ATTEND?
- WHERE DO I CATCH MY BUS?



- DEPARTMENTS A - E
- DEPARTMENTS F - K
- DEPARTMENTS L - R
- DEPARTMENTS S - Z

- ASSESSMENT & ACCOUNTABILITY
- CHOICES
- COMMUNITY INVOLVEMENT
- CURRICULUM
- CUSTODIAL SERVICES
- DEPT. OF TEACHING AND LEARNING**
- DIGITAL LEARNING
- DIVIDENDS
- EMPLOYEE BENEFITS
- EPATHWAYS
- EXCEPTIONAL STUDENT SUPPORT SERVICES
- ESOL
- EXTENDED DAY

PAID ADVERTISEMENT

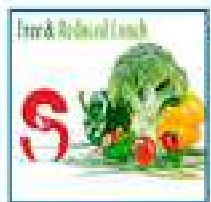
Get Ready. Get Set. Get Ahead in Math.

Back to School Special
\$49 Math Assessment

Hunt Club 407-653-6284



News And Events



2014 Free and Reduced Lunch
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Official Social Media Links
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ACTION RESEARCH

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GOALS

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TEACHING AND LEARNING



Contact Us

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Ed Support Center, 2nd Floor
Phone: 407-320-0496
FAX: 407-320-0288



***Professional
Development***



***Staff
Directory***



Curriculum





Seminole County Public Schools

FLORIDA STANDARDS ASSESSMENTS RESOURCES

Florida
Standards Assessments
FSA PORTAL

FSA User Training Modules

Choose a module to view and click to download.

- | | |
|-----------------------------|-------------------------------|
| MODULE 1 | - Introduction |
| MODULE 2 | - Test Item Specifications |
| MODULE 3 | - Design Summary & Blueprints |
| MODULE 4 | - Training Tests |
| MODULE 5 | - Writing |
| MODULES 1-5 | - ALL Modules with Index |



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

Florida

Standards Assessments



Students and
Parents



Educators



Test
Administrators



School
Assessment
Coordinators



District
Assessment
Coordinators



Technology
Coordinators

Recent Announcements

- A flyer that offers general information about the FSA program has been created for Florida families. You may access this [new resource](#) in the FDOE Announcements and Schedules folders on the Resources pages.

Added September 8, 2014

- The Florida Standards Assessments System Requirements for Online Testing have been updated to include web browser information for the training test, netbook screen resolution, and revised Chrome OS details. Please see the updated document in the Resources section.

Added July 8, 2014

- [Online Portal and Resources for the Florida Standards Assessment - Memo 6/27/2014](#)

Added June 30, 2014

- **With Students As Top Priority, Florida Chooses Replacement for FCAT**

- Florida's new assessment tool will assess student

Welcome!

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

For information about FCAT 2.0 or NGSSS EOC Assessments, please visit <http://www.fldoe.org/asp/>.

For more information about Florida standards, course descriptions, and standard resources, please visit www.cpalms.org.



Visit FDOE



Resources



Training Tests

New Road Map



Common Language

Out with the oldIn with the **New**

Previously Used Language	As they will see it...
Issue/Topic	Claim/Task
Thesis	Claim/Stance
Support	Evidence-Based Support

Writing Text-Based Prompt Criteria

The stimulus will consist of two to four texts. The approximate combined word count of the text sets is listed in the table below.

Grade Level	Minimum Word Count	Maximum Word Count
6	1000	1600
7	1000	1700
8	1000	1800
9	1100	1900
10	1100	2000
11	1100	2000

The stimulus will be presented along with a writing prompt that asks students to write an essay about the topic. The students will be required to synthesize information from the text sets and must cite specific evidence from the texts to support their ideas.

Writing Rubric

Argumentation

Grades 6-11

Informative/Explanatory Text-based Writing Rubric

(Score points within each domain include most of the characteristics below.)

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

Purpose, Focus, and Organization (4-point Rubric)

Evidence and Elaboration (4-point Rubric)

Score

4
The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness. The response includes most of the following:

- Clearly stated and 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 with a satisfying introduction and conclusion
- Established and maintained appropriate style and objective tone

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:

- Smoothly integrated, thorough, and relevant evidence, including precise references to sources
- Effective use of a variety of elaborative techniques, (including but not limited to definitions, quotations, and examples)
- Clear and effective expression of ideas, using precise language
- Academic and domain-specific vocabulary clearly appropriate for the audience and purpose
- Various sentence structures creating language facility

3
The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness. The response includes most of the following:

- Clear and maintained controlling idea, though some loosely related material may be present
- Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas
- Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion
- Established appropriate style and objective tone

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:

- Generally integrated and relevant evidence from sources, though references may be general or imprecise
- Adequate use of some elaborative techniques
- Adequate expression of ideas, employing a mix of precise and general language
- Domain-specific vocabulary generally appropriate for the audience and purpose
- Some variation in sentence structure

Rubric Updates:

- Clear claim
- Variety of transitional strategies
- Support/Citing Evidence
- Objective tone

Writing Rubric

DRAFT ELA Text-based Writing Rubrics, Grades 6-11: Informative/Explanatory
Florida Standards Assessments

Informative/Explanatory

Grades 6-11 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 clear and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Clearly stated and 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 with a satisfying introduction and conclusion Established and maintained appropriate style and objective tone 	<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"> Smoothly integrated, thorough, and relevant evidence including precise references to sources Effective use of a variety of elaborative techniques, (including but not limited to definitions, quotations, and examples) Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Various sentence structures creating language facilit 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Clear and maintained controlling idea, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion Established appropriate style and objective tone 	<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"> Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate to the audience and purpose Some variation in sentence structure 	

Rubric Updates:

- Clear controlling Idea
- Variety of transitional strategies
- Support/Citing Evidence

Continued on the following page

Tips

- ▶ Type essays for practice.
- ▶ Quality over quantity (evidence)
- ▶ Text based support and student's own view (elaboration)
- ▶ Transitions
- ▶ Citing sources
- ▶ Vocab and academic writing
- ▶ Read non-fiction material

Intersection Reading + Writing



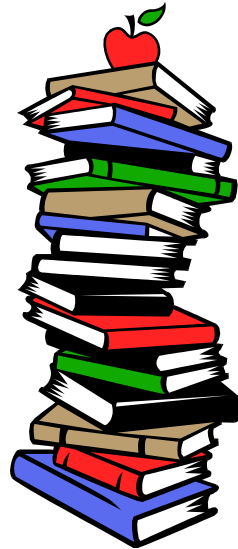
INFORMATIONAL TEXT SPLIT

Elementary

- ▶ 50% NARRATIVE
- ▶ 50% INFORMATIONAL

Secondary

- ▶ 30 % LITERARY
- ▶ 70% INFORMATIONAL

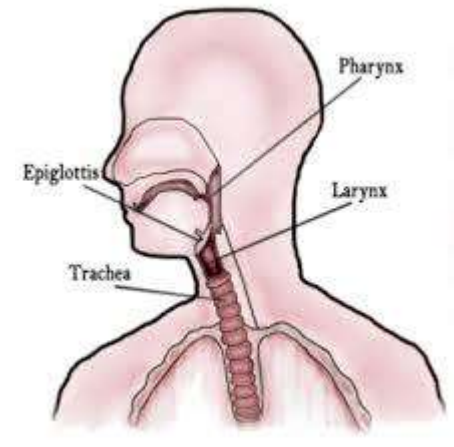


Reading

- ▶ For all sections of the test there will be a reading requirement.
- ▶ Multimedia elements may include audio presentations, slideshows, or graphical elements.

For all sections on the FSA test...

- ▶ There are six different types of questions...(this is what sets this test apart from FCAT.)
 - ▶ **Multiple Choice**
 - ▶ **Multi-Select:** More than one answer should be chosen.
 - ▶ **Two part questions:** two questions pertaining to the same topic.
 - ▶ **Open Response:** 1-3 sentences (Just enough to answer the question and support it from the text)
 - ▶ **Hot Text:** highlights the sentence
 - ▶ **Graphics:** interacting with the text



- ▶ The diagram shows the human respiratory system.
- ▶ Based on its location within the human respiratory system, what is the function of the trachea?
 - ▶ A) gas exchange
 - ▶ B) to dissolve oxygen
 - ▶ C) temperature control
 - ▶ D) to act as an air passageway

Example: Multiple Choice

Multiple Choice (2 correct responses)

1



With which two sentences would the author agree?

- Learning is exciting no matter how you do it.
- All students should go to school on the Internet.
- Thousands of students in the same class are too many.
- Online classrooms are a good alternative to regular ones.
- Students in the same class should live close to each other.

Example: Multi-Select

- ▶ Select two ways that the interactions with other characters support the development of the narrator's character.
 - ❑ Cassie encourages her to hurry, and that eases the narrator's fears.
 - ❑ Cassie expresses her feeling that the ocean is beautiful, and the narrator realizes she is right.
 - ❑ The narrator's father encourages her to go beyond her comfort zone, and at the end she does.
 - ❑ Going to the ocean with her family as a child makes the narrator feel assured about exploring new places.

Open Response

3



What is the main idea of paragraph 4?

Type your answer in the space provided.

People in distant places can become an online class.

Example: Open Response

- ▶ Explain how the texts develop and treat the theme of freedom in the same way.

Type your response in the space provided.

*1-3 sentences. Clear, concise and to the point-Just enough to answer the question and support it from the text)

Multi-Select

4



Select two sentences that show how online classrooms and regular classrooms are alike.

3 Today, students who live far away from their teacher have classes on the Internet. In some online classrooms, a classroom full of kids can use a special computer program at the same time as the teacher. The students can live in one country, and the teacher can be located in a different country. Still, it's just like a classroom at your school. The teacher can teach the kids. The kids can ask questions. Everyone can see and hear everything that's being said as it happens.

Two-Part MC

5



Part A

How has learning from distant places changed over time?

- A Students can ask questions and get answers faster.
- B Students can hear their teacher during the same class time.
- C Students use the mail to receive and send work.
- D Students live far apart from their classmates.

Part B

Select one sentence that supports the answer in part A.

- A "The students can live in one country, and the teacher can be located in a different country."
- B "All the children could hear their teacher at the same time, but they were hundreds of miles apart."
- C "They got their lessons in the mail, did their homework, and mailed it back to the teacher."
- D "Everyone can see and hear everything that's being said as it happens."
- E "Sometimes, they don't have to have a class where everyone is together all at once."

Example: Two Part Question

- ▶ Part 1: Which theme do the texts have in common?
 - ▶ A) Unwavering devotion
 - ▶ B) Loneliness
 - ▶ C) Friendship
 - ▶ D) Isolation
- ▶ Part 2: How do the texts treat this theme similarly?

Type your answer in the space provided.

Two-Part Hot Text

Part A

How does the author support the idea that students who live far from each other can learn together?

- A) She tells about why students should learn online.
- B) She shares details about the way students learn online.
- C) She gives examples of how online learning helps students.
- D) She explains that the online classroom is only for a short time.

Part B

Select two sentences that support the answer in part A.

- 4 It is also possible for students to live in different places and be a part of an online class together. Each person goes to a website for the class they are taking. Thousands of people can watch and listen to this class at the same time. When they want to speak, they can use a microphone to ask and answer questions. When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. The connection over the Internet is broken, and the online classroom disappears.

Example: Hot Text

Click on the sentence that indicates how the study of Mars might help people on Earth.

The National Aeronautics and Space Administration (NASA) successfully launched an unmanned mission to explore the planet Mars on November 26th, 2011. The mission was named the Mars Science Laboratory and the vehicle successfully landed on August 5th, 2012. The laboratory contains a robotic rover named Curiosity. Curiosity has many pieces of technology and scientific instruments to send images back to Earth and to identify the chemistry of the planet.

The mission has four science goals. The first is to determine whether there has ever been life on Mars. Scientists can analyze the rocks and soil of Mars to look for water activity. There is no liquid water on Mars currently because the conditions are not favorable, but there is evidence from the rocks that water was once present. The second goal is to characterize the climate of Mars. **Understanding how the climate changed over time will give scientists insight into how a planet that once had liquid water became the dusty planet it is now.** The third goal is to characterize the geology of Mars. To do this, Curiosity grinds rock samples and sends information about the minerals on Mars. The final science goal of the mission is to prepare for human exploration.

Editing Task

11 - 13



There are five highlights in the passage to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Koalas are animals that live in Australia. They ~~looked~~ **look** a little bit like small bears, ~~but~~ **but** they are not bears. They are brown or gray, with round, fluffy ears, and they have no tails. You have probably seen pictures of koalas. They are very popular because they are so cute.

Koalas are herbivores, which means they eat plants. They live in trees and love to climb. Koalas are ~~knowne~~ **known** to sleep up to 20 ~~ours~~ **hours** a day.

Many people around the world visit zoos to see koalas. They can live 13 to 18 years in the wild, but the ~~older~~ **oldest** zoo koala on record lived to be 23 years old.

Example: Graphics

- ▶ Place the characteristics that describe the narrator, Cassie, or both in the diagram in the correct locations.

- ▶ Sure

- ▶ Reflective

- ▶ Adventurous

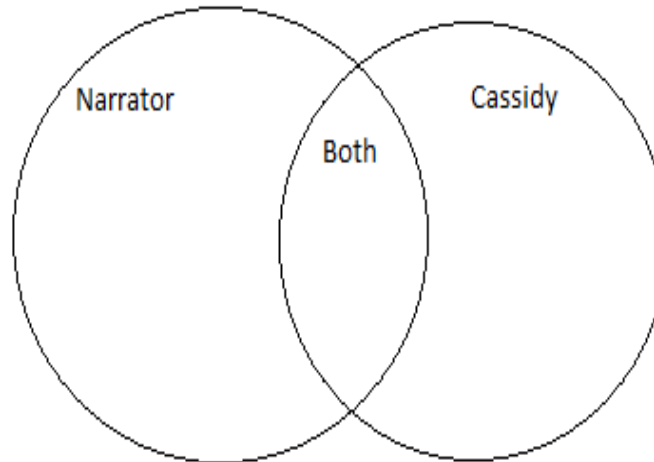
- ▶ Cautious

- ▶ Determined

- ▶ Biology career

- ▶ Careless about friendship

- ▶ Impressed by the ocean



- ▶ **Not all words need to be used!

LISTENING PASSAGE

- ▶ **Audio Script:**
- ▶ *[Orientation Statement:]* Listen to classmates Samantha and Orlando prepare for a project.
- ▶ **SAMANTHA:** I did some research online, and I found rules for how to market to kids. I think they are a good starting point for our project, even though we can't do all of them.
- ▶ **ORLANDO:** Okay, what did you find?
- ▶ **SAMANTHA:** etc.....

For Math

- ▶ What is different?
 - ▶ Drop Down Calculator on Screen
 - ▶ Calculator for Certain Questions Only
 - ▶ Short Answer Explanation
 - ▶ Graphing for Geometry

GRAPHIC RESPONSE

15



Use the Add Point tool to plot a point that can be used to form a right triangle with points A and B so that $\angle ABC$ is the right angle.

Drag C over to this point to label it.

Use the Connect Line tool to draw triangle ABC .

C

The image shows a digital workspace for a geometry task. At the top, there is a toolbar with three buttons: 'Delete' (with a red 'X' icon), 'Add Point' (with a red dot icon), and 'Connect Line' (with a red line icon). Below the toolbar is a coordinate plane with a grid. The x-axis is labeled 'x' and the y-axis is labeled 'y'. Two points are plotted: point A is at the coordinates (2, -1) and point B is at (-1, 3). A label 'C' is placed above the grid, and a small red dot is located at the coordinates (-1, 1). The instructions on the left side of the slide describe how to use the 'Add Point' tool to place a point at (-1, 1) and then use the 'Connect Line' tool to draw the triangle ABC.

DRAG & DROP

3



James wants to sort a set of numbers into two groups.

Drag each value to the correct column to show which are rational numbers and which are irrational numbers.

Rational Numbers	Irrational Numbers

$\sqrt[3]{8}$ $\sqrt{3}$ $0.\bar{6}$ π 7.3 $\sqrt{9}$ $\sqrt[3]{9}$

EQUATION (OPEN) RESPONSE

4



Michelle is building a rectangular landing strip for airplanes.

She has enough material to cover $\frac{1}{1,500}$ of a square mile. The landing strip must be $\frac{1}{6}$ of a mile long.

With the amount of material that Michelle has, what is the greatest possible width of the landing strip, in miles?

1	2	3	+	-	•	÷			
4	5	6	<	≤	=	≥	>		
7	8	9	$\frac{\square}{\square}$	\square^\square	()		$\sqrt{\square}$	$\sqrt[\square]{\square}$	π
0	.	-							

MULTI-SELECT RESPONSE

5



Select all the statements that are true about $\frac{22}{7}$.

- It is a rational number.
- It is an irrational number.
- When it is written as a decimal, it terminates.
- When it is written as a decimal, it repeats.
- It is an approximate value of pi.
- When it is written as a decimal, it is equivalent to 3.10.

NATURAL LANGUAGE RESPONSE

16



An equation is shown.

$$a^b = c$$

Both a and c are less than 0, and b is a positive integer.

State another fact that must be true about b . Give a complete statement to explain your reasoning.

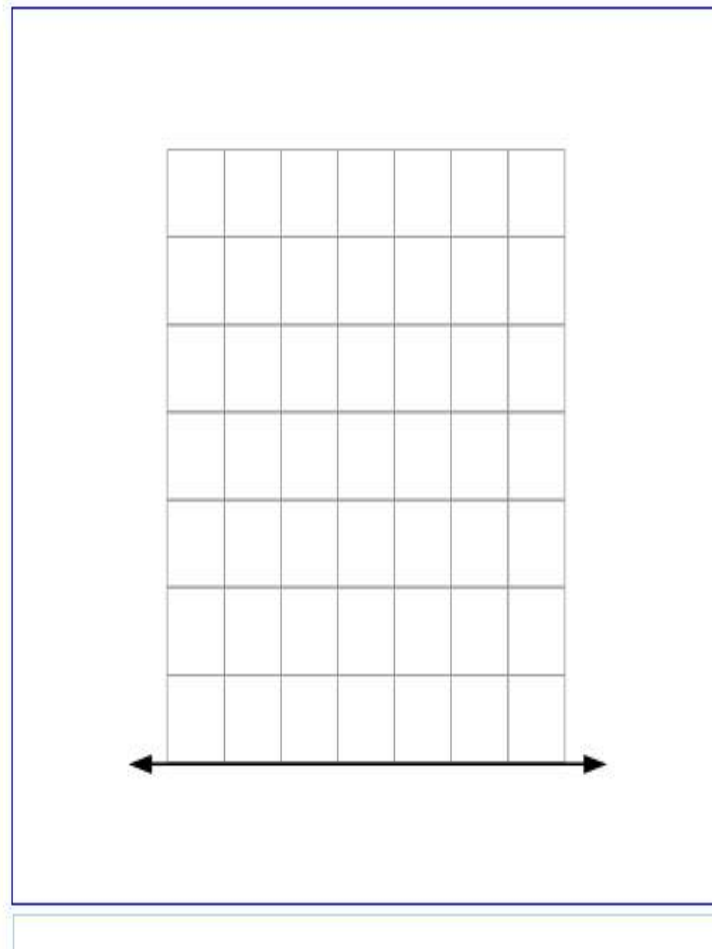
Type your answer in the space provided.

HOT SPOT RESPONSE

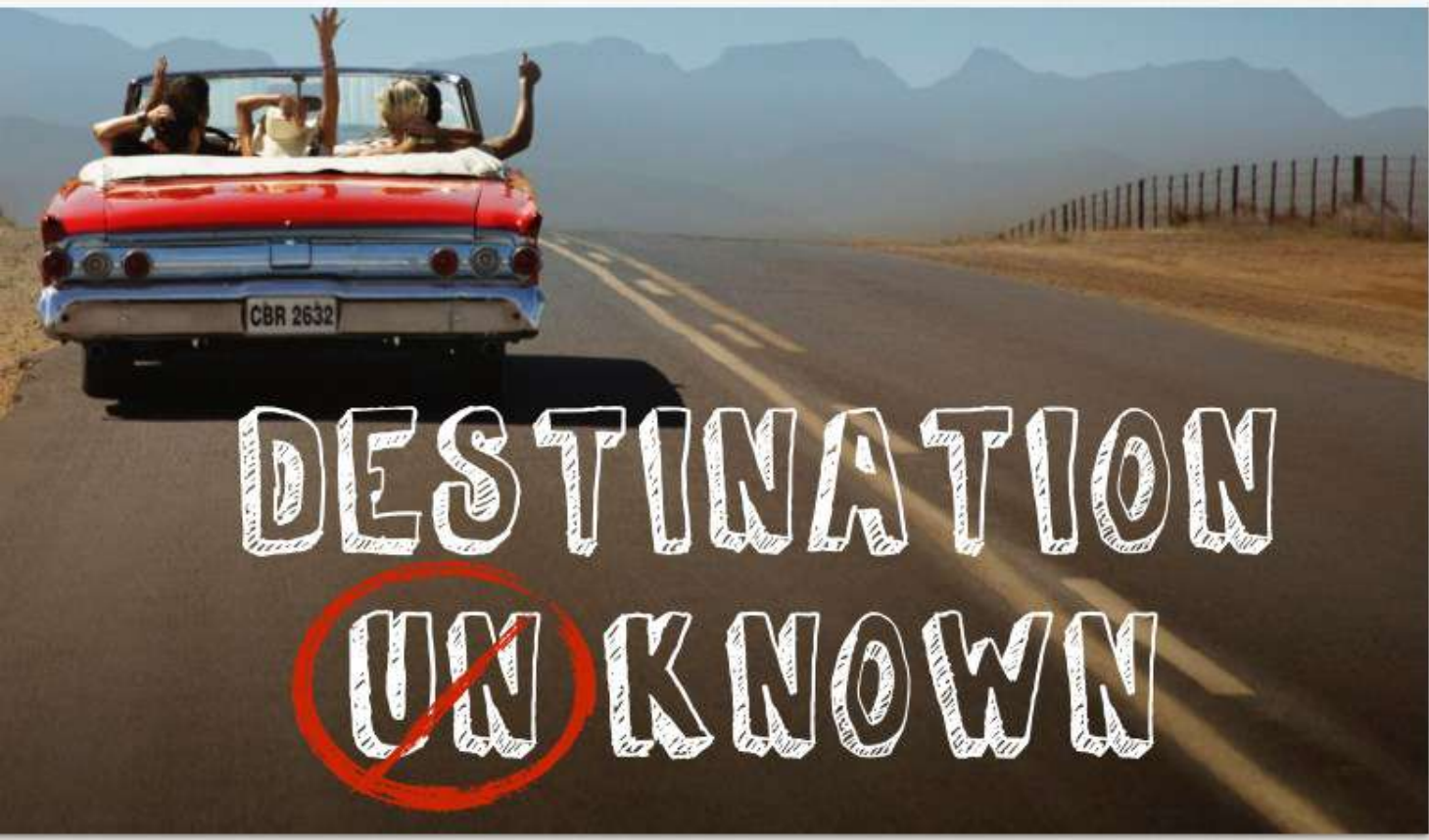
18



Click on the squares to create a normally distributed histogram.



The Florida Standards &
Florida Standards
Assessment



DESTINATION
~~UN~~ KNOWN





What's Ahead?



**ROAD
TRIP**



What's Ahead?

ROAD TRIP

- Over time - Staircase alignment
- Computers - Introduction to Information and Technology (Typing) push to middle school
- Pre-AP Social Studies in 8th Grade - Mini DBQs
- Carillon uses Typing Club -

<http://www.typingclub.com/>

Career & College
Ready



We are in this
together!

