

2021-22
FSA

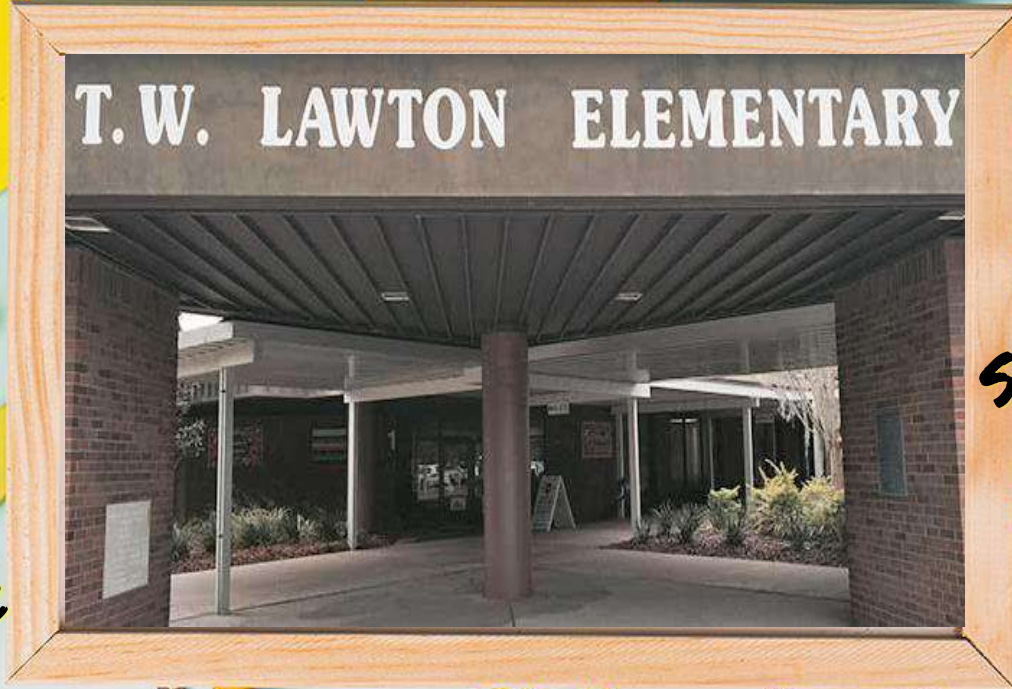
PARENT NIGHT

Presenter: Daphne Turner
Date: March 8, 2022

LAWTON ELEMENTARY

PRINCIPAL
DR. LESLIE
DURIAS

ASSISTANT
PRINCIPAL
LYSSA MARQUEZ



SCHOOL ADMIN
MANAGER
ERIN WAGGANER

AGENDA



- Test Administration Information
- Test Design Information
- Scoring & Reporting
- 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 (FSA) provides a more authentic assessment of the Florida Standards because they include **multiple choice, create graphs, interact with test content, and write and respond in different ways** than required on traditional tests.
- Question types will assess students' higher-order thinking skills in keeping with the higher expectations of the Florida Standards.



B.E.S.T STANDARDS

- Timeline for the implementation of the new Benchmark for Excellent Student Thinking (B.E.S.T) standards. It is unknown at this time what the new statewide assessments will be...Stay tuned!

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

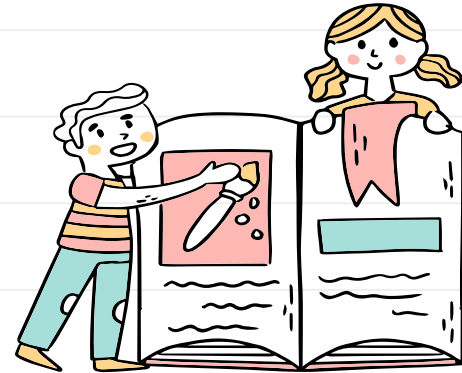
*Recommended since current statewide assessments still in place, but this is a district decision.

WHO PARTICIPATES?

- Per Florida Statute 1008.22, **all public-school students** are required to participate in the statewide assessment program.
 - All English Language Learners (ELLs) must participate in FSA assessments (including ELA). This includes ELLs who have been enrolled in school in the U.S. for less than one year.
 - Accommodations may be provided to students with a current Individual Education Plan (IEP) or Section 504 Plan.

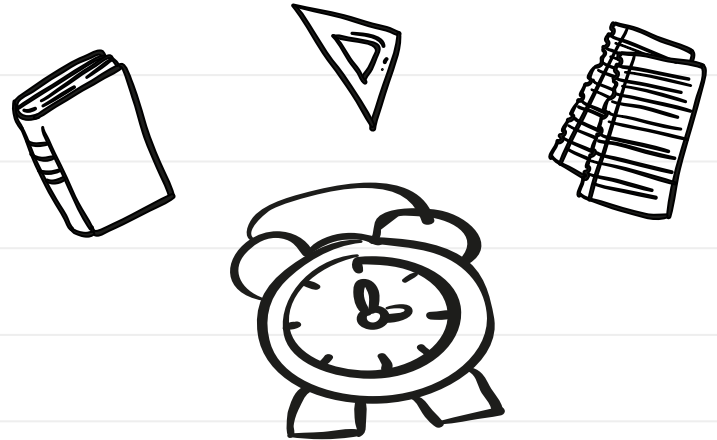
Types of accommodations include:

- Flexible Presentation
- Flexible Responding
- Flexible Scheduling
- Flexible Setting
- Assistive Devices & Tools
- Large Print, One-Item-Per-Page, Braille



SUBJECTS + TEST TIMES

- **All tests will be paper-based and MUST be given at the school.**
- **Grades 4-5 FSA ELA Writing**
 - Day 1: 120 minutes (short break after 60 minutes)
 - A student must take both the Reading and Writing tests to receive an FSA ELA score
- **Grades 3-5 FSA English Language Arts (ELA) Reading**
 - Day 1: 80 minutes (short break after 40 minutes)
 - Day 2: 80 minutes (short break after 40 minutes)
- **Grades 3-5 FSA Mathematics**
 - Day 1: 80 minutes (short break after 40 minutes)
 - Day 2: 80 minutes (short break after 40 minutes)
- **Grade 5 Statewide Science**
 - Day 1: 80 minutes (short break after 40 minutes)
 - Day 2: 80 minutes (short break after 40 minutes)



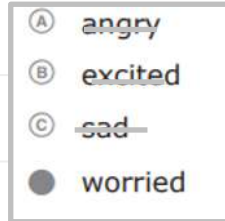
TEST SCHEDULE

Assessment	Grade Level	Test Date(s)
FSA ELA-Writing	Grades 4 and 5	April 5 (Tuesday) Make-ups: April 6 – 15 Make-ups: May 9 – 13
FSA ELA-Reading	Grade 3	April 6 & 7 (Wednesday & Thursday) Make-ups: April 7 – 15
FSA ELA-Reading	Grades 4 and 5	May 2 & 3 (Monday & Tuesday) Make-ups: May 3 – 13
FSA Math	Grade 3	May 5 & 6 (Thursday & Friday) Make-ups: May 6 – 13
FSA Math	Grades 4 and 5	May 9 & 10 (Monday & Tuesday) Make-ups: May 10 – 13
Statewide Science	Grade 5	May 12 & 13 (Thursday & Friday) Make-ups: May 13 – May 20

TEST + ANSWER BOOKS

○ Grades 3-5 FSA ELA Reading and Mathematics

- Students will receive a Test and Answer Book
- Students will bubble in their answer(s) with a #2 pencil
 - Do not circle the bubble or draw a line/X on a bubble
 - Students may put a line through the answer choices



- Students can underline, circle, and work problems in the test and answer book

TEST + ANSWER BOOKS

- **Grades 4-5 FSA ELA Writing**

- Students will receive a Writing Planning Sheet and a Test and Answer Book

- **Grade 5 Statewide Science**

- Students will receive a Test Book and a separate Answer Book/Sheet

Practice Tests are available on the FSA Portal www.fsassessments.org

FSA PORTAL

○ www.fsassessments.org

Welcome to Florida's Assessment Portal

Your source for information about Florida Standards Assessments and NGSSS assessments

Browse by User



USER

Students & Families

Find general information and resources about the Florida Statewide Assessments Program.



USER

Teachers & Test Administrators

Locate resources for teachers and administrators to help prepare for assessments.

Florida

Statewide Assessments


Students & Families

General information and resources about Florida Statewide Assessments.

Home > Statewide Assessments > Students & Families

Prepare your Student

SYSTEM




Practice Tests

Practice tests help students become familiar with layout and item types on the assessments.

After Testing

SYSTEM



Family Portal

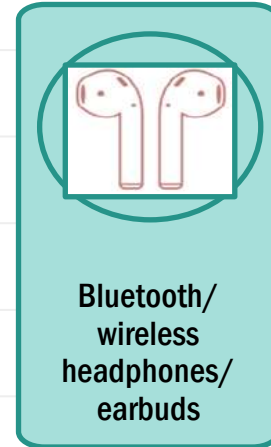
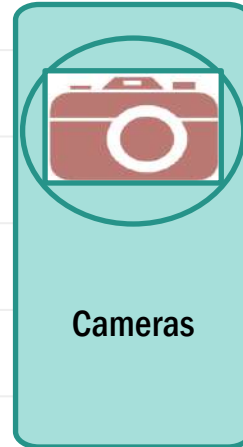
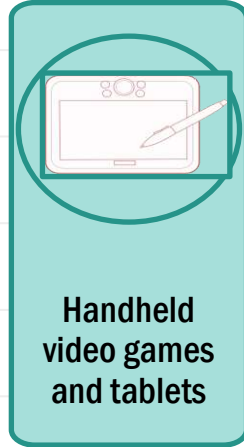
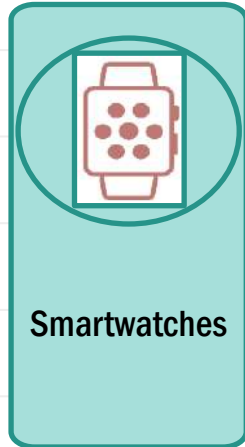
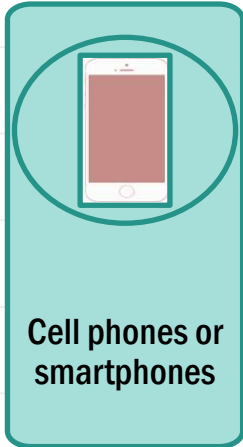
Access to score information for students and families.

Associated Resources

- Guides and Schedules
- Computer-Based Practice Tests
- Paper-Based Practice Tests**

N **ELECTRONIC DEVICES**

- **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!!**



HELPING YOUR CHILD



- Help your child to realize that it is important to do their best every day, as well as on the FSA. **YOU GOT THIS!!!**
- Review class homework with your child.
- Ensure that your child participates in the practice tests so that he/she becomes familiar with the items that will be on the test.
- 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. **DO YOUR BEST!!**



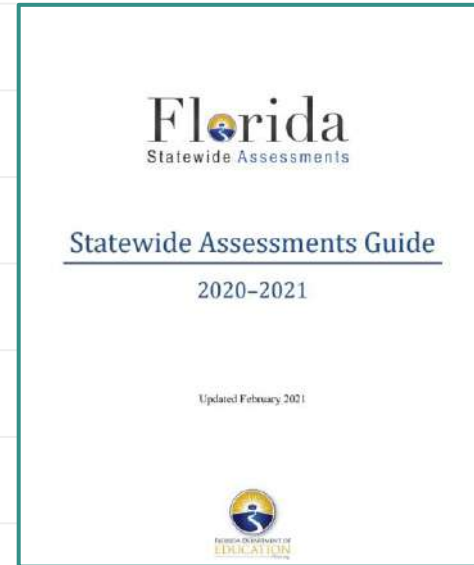
**TEST DESIGN
INFORMATION**

RECOMMENDED RESOURCES

- **FSA Portal > Students & Families > Guides > Assessment Resources**
Statewide Assessments Guide

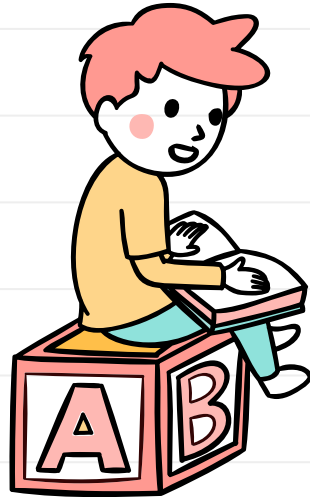
This document provides information about the Florida Standards Assessments (FSA) and the Next Generation Sunshine State Standards (NGSSS) Assessments, including

- Test Content and Format
- Test Development and Construction
- Test Administration
- Scoring the Assessments
- Reporting Results
- Guide to Useful Resources




RECOMMENDED RESOURCES

- [Test Administration Manual](#) – policy and procedural information for administering assessments
- [Test Design Summaries](#) – provides a map/blueprint for how each assessment is designed
- [Test Item Specifications](#) – indicates the alignment of items with the Florida standards for each grade level/subject
- [Understanding Florida Statewide Assessment Reports](#) – explanation of the reports, information about the content assessment, and glossary of the terms used in the reports



EXAMPLES

Test Design Summary



Test Design Summary and Blueprint: Mathematics

Grade 3 Mathematics Standards Coverage

Reporting Category	Standard	% of Test
Operations, Algebraic Thinking, and Numbers in Base Ten	MAFS.3.OA.1.1	48
	MAFS.3.OA.1.2	
	MAFS.3.OA.1.3	
	MAFS.3.OA.1.4	
	MAFS.3.OA.2.5	
	MAFS.3.OA.2.6	
	MAFS.3.OA.3.7	
	MAFS.3.OA.4.8	
	MAFS.3.OA.4.9	
	MAFS.3.NBT.1.1	
	MAFS.3.NBT.1.2	
	MAFS.3.NBT.1.3	
Numbers and Operations - Fractions	MAFS.3.NF.1.1 Also Assesses MAFS.3.G.1.2	17
	MAFS.3.NF.1.2	
	MAFS.3.NF.1.3	
	MAFS.3.NF.1.1	
Measurement, Data, and Geometry	MAFS.3.MD.1.1	35
	MAFS.3.MD.1.2	
	MAFS.3.MD.2.3	
	MAFS.3.MD.2.4	
	MAFS.3.MD.3.7	
	Also Assesses MAFS.3.MD.3.5 and MAFS.3.MD.3.6	
	MAFS.3.MD.4.8	
	MAFS.3.G.1.1	
Total Standard Groupings	22	100

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

Test Item Specifications

Grade 3 Mathematics Item Specifications
Florida Standards Assessments

Content Standard	<p>MAFS.3.OA Operations and Algebraic Thinking</p> <p>MAFS.3.OA.1 Represent and solve problems involving multiplication and division.</p> <p>MAFS.3.OA.1.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p>	
Assessment Limits	<p>Whole number factors may not exceed 10×10. Students may not be required to write an equation to represent a product of whole numbers.</p>	
Calculator	No	
Context	Allowable	
Sample Item		Item Type
	<p>Tom told Mary he planted 48 flowers in the rectangular-shaped garden. Which sentence could Mary use to describe how the flowers were planted?</p> <p>A. Tom planted 24 rows of 24 flowers. B. Tom planted 4 rows of 24 flowers. C. Tom planted 40 rows of 8 flowers. D. Tom planted 8 rows of 6 flowers.</p>	Multiple Choice
See Appendix A for the Practice Test item aligned to this standard.		

TEST DESIGN - ELA (READING + WRITING)

ELA-READING REPORTING 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)	Opinion or Informative/Explanatory
Total Number of Items	56-60

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 student's score.

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

Level 1 (Low): Recall	10-20%
Level 2 (Moderate): Basic Application of Skills & Concepts	60-80%
Level 3 (High): Strategic Thinking & Complex Reasoning	10-20%
Note: Text-based Writing (G4-5) component is a Level 3 task.	

TEST DESIGN - G3-5 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 - G4+5 WRITING

- 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 are also asked to evaluate and correct grade-level errors in a “draft” essay
- 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)

64+5 WRITING RUBRIC + SAMPLE



Grades 4-5 Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	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: <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 	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: <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 structure, demonstrating language facility 	The response demonstrates an adequate command of basic conventions. The response may include the following: <ul style="list-style-type: none"> Some minor errors in usage, but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling

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

One reason why children should start businesses is that it would teach children organizational skills. According to the text, May Lamb'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.

GY+5 WRITING PASSAGE + PROMPT



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

Should Elementary School Students Switch Classes?

Source 1: Difficult Decisions for Schools

by Lillian James

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

Source 2: Deeper Learning Through Specialization

by Leon Samuels

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

Source 3: One Student, One Teacher

by Lucille Ruby

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

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

Manage your time carefully so that you can

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

Be sure to include

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

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

SAMPLE OF A G4+5 WRITING PLANNING SHEET

- Students must write within the box and on the lines. Anything outside the box will not be scored.

STUDENT NAME _____

PLANNING SHEET

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

A large rectangular box with horizontal lines inside, intended for writing. A large, faint 'SAMPLE' watermark is visible across the box.

This sheet will NOT be scored.

64+5 WRITING 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 READING

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

TEST ITEM TYPES - ELA READING

MULTIPLE CHOICE

- Students select one correct answer from four answer choices.

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

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

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

TEST ITEM TYPES - ELA READING



MULTI SELECT

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

13. What are **two** ways that Tyrannosaurus Sue's skeleton is used?

- as an interesting *Tyrannosaurus rex* display that brings visitors into the museum
- as evidence to prove that *Tyrannosaurus rexes* were warm-blooded creatures
- as an example of how to make missing *Tyrannosaurus rex* bones
- as a tool that allows scientists to study *Tyrannosaurus rex* fossils
- as a demonstration of the daily activities of *Tyrannosaurus rexes*

Option A: **This answer is correct.** The passage states that children from all over the country come to visit Sue.

Option D: **This answer is correct.** The passage explains that the skeleton is displayed in such a way that scientists can study the fossils without disrupting the rest of the skeleton.

TEST ITEM TYPES - ELA READING

- Reads short passage. Student selects the correct word or phrase that should replace the underlined word or phrase OR selects “correct as is”.

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

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

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

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

EDITING TASK

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

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

- A word’s
- B words’
- C wordes
- D correct as is

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

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

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

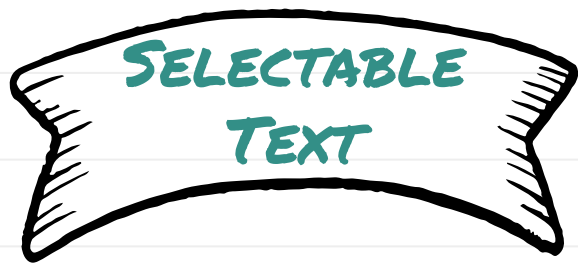
Option B: This answer is correct.
This option indicates the correct verb tense “frowned” in context.

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

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

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

TEST ITEM TYPES - ELA READING



- Excerpted sentences from the text are presented in this item type. These items may have one or two parts (Part A and Part B).

2. Fill in the bubble **before one** 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 the cheese slipped out of the sack it rolled over the bridge.

Option D: This answer is correct. The man can use the hill to his advantage at the market.

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

Part A

What is the main idea of the passage?

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

Part B

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

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

TEST ITEM TYPES - ELA READING



- In this **two-part item**, the student is directed to select the correct answers from Part A and Part B.
- Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A.

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

Part A

What is the theme of Passage 1?

- Ⓐ High hopes can lead to disappointment.
- Ⓑ Listen to those who are older and wiser.
- Ⓒ If you are nice to others, they will be nice to you.
- Ⓓ When planning an event, be sure to include everyone.

Part B

Which sentence from the story supports the answer in Part A?

- Ⓐ "She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit." (paragraph 2)
- Ⓑ "'What did you bring me from the supper?' she asked." (paragraph 5)
- Ⓒ "She ate it, and then she turned to her three children, for she had something important to say to them." (paragraph 6)
- Ⓓ "'To those who are thoughtful of their mother, great blessings come.'" (paragraph 9)

Part A

Option C: **This answer is correct.** *The Moon is kind to her mother, and her mother rewards her in return.*

Part B

Option D: **This answer is correct.** *The mother rewards the Moon for her thoughtfulness.*

TEST ITEM TYPES - ELA READING

TABLE MATCH

- Item type presents options (words, phrases, sentences, quotations, images, etc.) in columns and rows. Student selects a box that matches the correct option from a column with a correction option from a row.

7. Fill in the bubbles to choose whether each sentence describes Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Greed is punished.	<input checked="" type="radio"/>	<input type="radio"/> (B)	<input type="radio"/> (C)
Trickery is rewarded.	<input type="radio"/> (D)	<input checked="" type="radio"/>	<input type="radio"/> (F)
Food influences characters.	<input type="radio"/> (G)	<input type="radio"/> (H)	<input checked="" type="radio"/>

Option A: This answer is correct. Passage 1 revolves around the selfish Sun and Wind being punished, while the Moon is rewarded for being unselfish.

Option E: This answer is correct. Passage 2 focuses on Fox's trickery and how he is rewarded with Eagle's eggs.

Option I: This answer is correct. In Passage 1, the Moon and Wind eat without saving any for their mother; and in Passage 2, Fox wants Eagle's eggs, which prompts his actions in the story.

TEST ITEM TYPES - ELA READING



- Multimedia may include images, charts, graphics, timelines, etc. and appear within passages or test items.



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 - MATHEMATICS

MATH CONTENT CATEGORIES

Grades 3-5

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	

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 student's score.

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

Level 1 (Low): Recall	10-20%
Level 2 (Moderate): Basic Application of Skills & Concepts	60-80%
Level 3 (High): Strategic Thinking & Complex Reasoning	10-20%

TEST ITEM TYPES - MATHEMATICS

- **Multiple Choice**
 - Students select one correct answer from four answer choices.
- **Multiselect**
 - The student is directed to select a specific number of correct answers from amount the options provided
- **Gridded Response**
 - Students enter a value into a grid. Grade 3 grids have number and fraction bar bubbles and Grades 4 & 5 grids have number, fraction bar, and decimal point bubbles.
- **Editing Task**
 - The student reads a short passage with underlined words or phrases. The student selects the correct word or phrase that should replace the underlined word or phrase from a set of options. The student may be asked the function of an underlined word or phase.
- **Selectable Text**
 - Excerpted sentences from the text are presented in this item type. These items may have one or two parts. In a two-part selectable text item, Part A might ask the student to make an analysis or an inference, and Part B might require the student to select the text to support the answer in Part A.
- **Table Match**
 - This item type presents options in columns and rows. The student is directed to select a box that matches a correct option from a column with a correct option from a row. Typically, there is only one correct option per row or column, though the number of correct answers may vary.

TEST ITEM TYPES - MATHEMATICS

MULTIPLE CHOICE

- Students select one correct answer from four answer choices.

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

- 10
- (B) 50
- (C) 100
- (D) 500

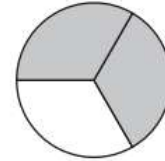
TEST ITEM TYPES - MATHEMATICS



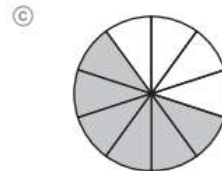
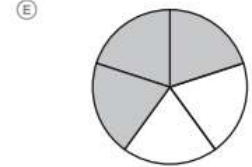
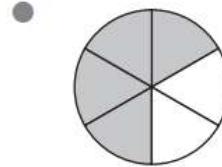
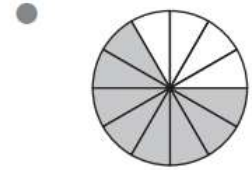
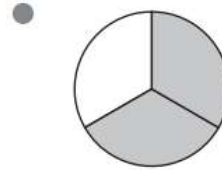
- Student is directed to select **two** or select **all** of the correct answers from the options provided.

4. Kari represented a fraction by shading parts of the model shown.

Kari's Fraction Model



Select all the models that have been shaded to represent fractions equivalent to Kari's fraction.



TEST ITEM TYPES - MATHEMATICS



Grade 3 Math

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

} Answer boxes
} Fraction bar
} Number bubbles

Grade 4 & 5 Math

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

} Answer boxes
} Fraction bar
} Decimal point
} Number bubbles

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

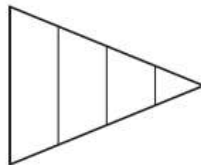
TEST ITEM TYPES - MATHEMATICS



EDITING TASK

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

17. A triangle representing one whole is shown.



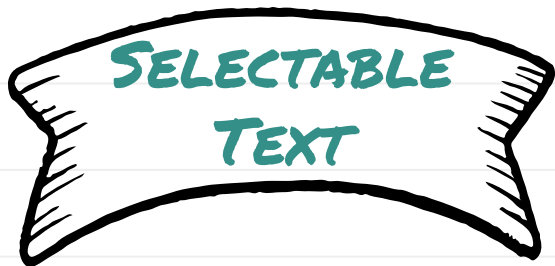
Complete the sentences to make true statements about the triangle. For each box, fill in the bubble before the word or phrase that is correct.

The parts of the triangle have equal unequal areas since

they are the same size different sizes.

The area of each part is $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ unknown.

TEST ITEM TYPES - MATHEMATICS



13. David multiplies and divides original numbers by powers of 10 to create new numbers.

Fill in the bubbles to select the original numbers in the chart that were multiplied by 10^3 to create the new numbers.

Original Numbers
<input type="radio"/> 523
<input type="radio"/> 0.005
<input type="radio"/> 100
<input type="radio"/> 600
<input type="radio"/> 4.56
<input type="radio"/> 37.9

New Numbers
523,000
5
0.001
60,000
4,560
3,790

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

21. This question has **two** parts.

A third-grade class is collecting plastic bottles for an art project. On the first day of collecting bottles, 2 students each bring in 8 bottles. By the end of the week, 127 bottles are added to the amount brought in on the first day.

Part A. In the table below, fill in the bubble to determine which equation can be used to find the total number of plastic bottles, p , that the third-grade class collected by the end of the week.

Equation to Find the Total Number of Plastic Bottles (p)
<input type="radio"/> A $8 + 2 + 127 = p$
<input type="radio"/> B $8 - 2 + 127 = p$
<input checked="" type="radio"/> C $8 \times 2 + 127 = p$
<input type="radio"/> D $8 \div 2 + 127 = p$

Part B. What is the total number of plastic bottles the third-grade class has by the end of the week?

- A 131
- B 133
- C 137
- D 143

TEST ITEM TYPES - MATHEMATICS

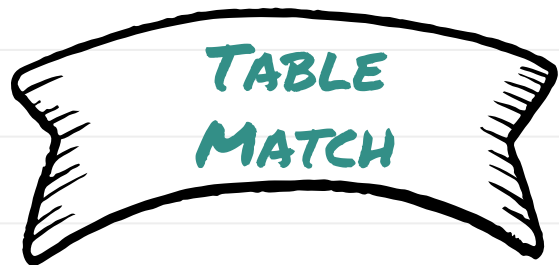
TABLE MATCH

- 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"/>

TEST ITEM TYPES - MATHEMATICS



3. Determine whether each number is prime or composite.

	Prime	Composite
16	<input type="radio"/> A	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/> D
12	<input type="radio"/> E	<input type="radio"/>
9	<input type="radio"/> G	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/> J

REFERENCE SHEETS



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

- 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

TEST DESIGN - GRADE 5 SCIENCE

- Only Grade 5 students take the Statewide Science assessment
- This is the only test that is all multiple-choice

SCIENCE CONTENT CATEGORIES Grade 5

Approximate percentage of raw score points for each category.

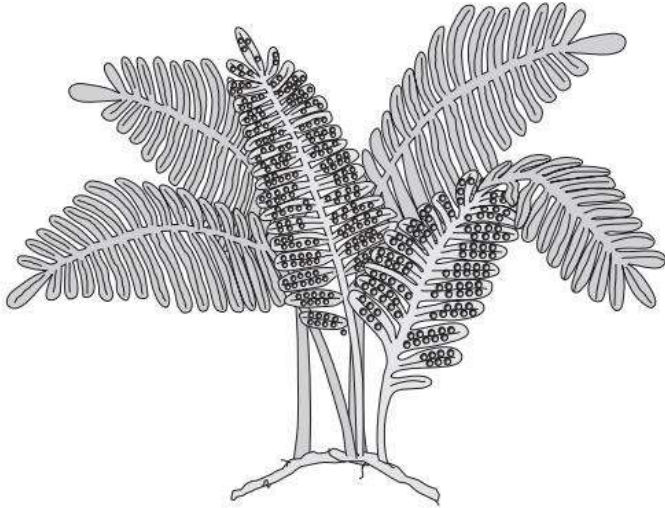
Grade	Reporting Category	Percent of Test	Number of Items
5	Nature of Science	17	60-66
	Earth and Space Science	29	
	Physical Science	29	
	Life Science	25	

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

Level 1 (Low): Recall	10-20%
Level 2 (Moderate): Basic Application of Skills & Concepts	60-80%
Level 3 (High): Strategic Thinking & Complex Reasoning	10-20%

TEST DESIGN - GRADE 5 SCIENCE

- 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?

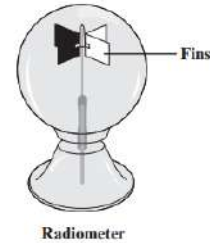
- F. spore-producing plants with many leaves
- G. plants that produce fruit on their leaves
- H. plants that carry seeds on their leaves
- I. flowering plants with many leaves

- 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 - GRADE 5 SCIENCE

- Students will often need to read text, pictures, charts, and/or graphics prior to answering the 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 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?

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



**SCORING +
REPORTING**

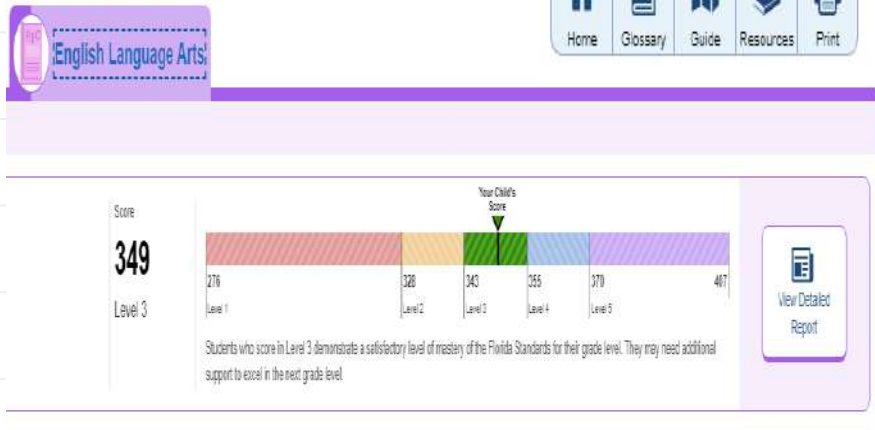
FSA SCORES

- Students will receive a Scale Score (SS), Achievement Level, Percentile Rank, and Raw Scores on their score report.
- Grade 3 ELA Reading scores are scheduled to be released by **May 31, 2022**.
- Grades 4-5 ELA Reading/Writing, Grades 3-5 Math, and Grade 5 Science scores are scheduled to be released by **June 30, 2022**.
 - Schools will determine how score reports will go home to parents



FAMILY PORTAL

- www.fsassessments.org
- Family Portal
 - Access your student's score information
 - **MORE INFORMATION COMING SOON**



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Welcome to Florida's Assessment Portal

Your source for information about Florida Standards Assessments and NGSSS assessments.

Browse by User



USER

Students & Families

Find general information and resources about the Florida Statewide Assessments Program.



USER

Teachers & Test Administrators

Locate resources for teachers and test administrators to help prepare for assessments.



USER

Assessment & Technology Coordinators

Access resources for school and district coordinators to support and manage statewide testing.

Prepare your Student

SYSTEM



Practice Tests

Practice tests help students become familiar with layout and item types on the assessments.

After Testing

SYSTEM



Family Portal

Access to score information for students and families.

Associated Resources

[Guides and Schedules](#)

[Computer-Based Practice Tests](#)

[Paper-Based Practice Tests](#)

GRADE 3 FSA ELA GOOD CAUSE

○ Grade 3 FSA ELA Reading Scores

- Per F.S. 1008.22(5)(b), to be promoted to grade 4, a student **must score a Level 2 or higher on the Grade 3 FSA ELA Reading assessment**. Students **do not** need to have a Level 2+ on the Math test.
- Students who score a Level 1 on ELA Reading may qualify for a good cause exemption for promotion to Grade 4 per Florida State Board Rule 6A-1.094221(1)(A), F.A.C.

○ “Good Cause” Exemptions

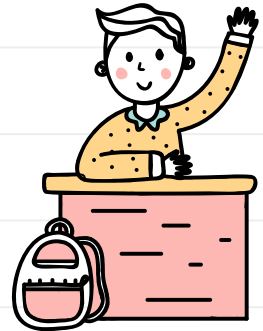
1. I-Ready: 50% or higher (score of 534+) *computer-based test*

- 1st Attempt: Spring Testing - **Diagnostic 3: May 9-25**
- 2nd Attempt: Summer Testing **June 20-23** (Summer Learning Camp is May 31-June 23)
- 3rd Attempt: Start of School Year 2022-23 - **Diagnostic 1: August 10-30**

2. SAT10: 45% or higher *paper-based test* – Summer Testing Only **June 20-23**

3. Student Portfolio – teachers complete this process from **February to May**

- an organized collection of evidence of the student’s mastery of the ELA standards that are assessed on the G3 FSA ELA test



ALL decisions are made on an individual/student basis

FSA ACHIEVEMENT LEVELS

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

Table 1. Performance Levels



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

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

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

FSA SCORE REPORT

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.

FLIED: F
SPRING 2019

SCHOOL: HAMILTON ELEMENTARY SCHOOL (0021)
SCHOOL DISTRICT: SEMINOLE (50)

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 ode elév Florida yo reyiti, Evalyasyon Nòm Florida (Florida Standards Assessments, FSA) nan matyè Lang Angli (Language Arts, ELA), Matematik, ak evalyasyon Fan Kou (end-of-course, EOC) (Aljèb 1 ak jwometri) ap sévi elév Florida yo kote yo mezire sa elév yo aprann ak pwogrè yo fé. Evalyasyon an kore enstrikasyon ak aprantisaj elév yo, epi rezilta tès yo ede dirijan ak patiprenan nan edikasyon Florida yo détermine si yo satisfé objektif sistèm edikasyon an. Rapò sa a montre pèfòmans pitit ou a nan evalyasyon FSA Prentan 2019 la ELA. Epi tou li pral pèmit ou kompare pwèn pitit ou a make ak pèfòmans lòt elév ki nan mèm kلاس ak li nan tout eta a ak pou suiv pwogrè akademik pitit ou a chak ane. Answit, lò ou gad pwèn li make nan chak kategori referans, ou ka idantifye nan ki matyè li bezwen amelyòrs.

3

SOLOMON'S PERFORMANCE ON THE GRADE 4 ELA ASSESSMENT

PERFORMANCE LEVEL

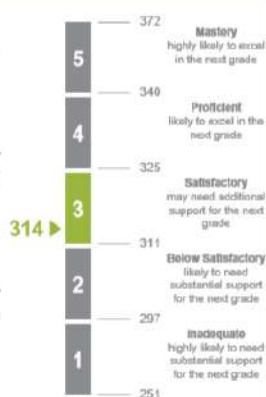


Students who score in **Level 3** demonstrate a satisfactory level of mastery of the Florida Standards for their grade level. They may need additional support to excel in the next grade level.

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

Elév rezilta yo nan **Nivo 3** yo montre yo nan nivo ki satisfé kondisyon pou mezire Nòm Florida pou nivo klas yo ansa a. Yo kapab bezwen plis sipò pou reyisi nan nivo klas yo ap ladan ane pwochen an.

4



FSA SCORE REPORT

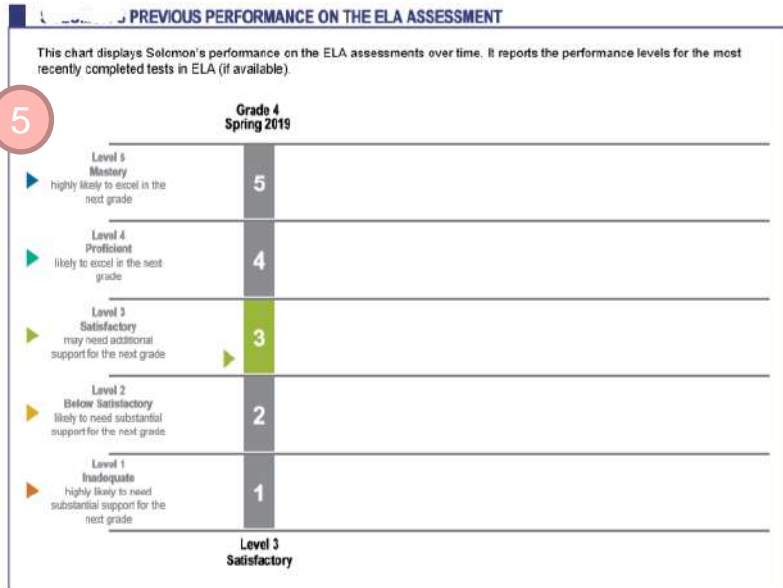
Descriptions of Report

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.



PERFORMANCE COMPARED

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

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

FSA SCORE REPORT

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**

7

PERFORMANCE DETAILS

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

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

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

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

TEST DESIGN SUMMARY

ELA

[https://fsassessments.org/resources/about-the-fsas/2020-item-specifications/ela-test-design-summary-\(updated-october-2018\)](https://fsassessments.org/resources/about-the-fsas/2020-item-specifications/ela-test-design-summary-(updated-october-2018))

Math

[https://fsassessments.org/resources/about-the-fsas/2020-item-specifications/mathematics-test-design-summary-\(updated-january-2020\)](https://fsassessments.org/resources/about-the-fsas/2020-item-specifications/mathematics-test-design-summary-(updated-january-2020))

Reporting Category	Genre	Standards Assessed	Percentage of Assessment
Key Ideas and Details	Literature	LAFS.3.RL.1.1	15-25%
		LAFS.3.RL.1.2	
		LAFS.3.RL.1.3	
	Informational	LAFS.3.RI.1.1	
		LAFS.3.RI.1.2	
Craft and Structure	Literature	LAFS.3.RL.2.4	25-35%
		Also assesses LAFS.3.RF.3.3 and LAFS.3.RF.4.4	
		LAFS.3.L.2.3.a	
		LAFS.3.L.3.4	
		LAFS.3.L.3.5	
		LAFS.3.RI.2.5	
		LAFS.3.RI.2.6	
	Informational	LAFS.3.RI.2.4	
		Also assesses LAFS.3.RF.3.3 and LAFS.3.RF.4.4	
		LAFS.3.L.2.3.a	
		LAFS.3.L.3.4	
		LAFS.3.L.3.5	
		LAFS.3.RI.2.5	
		LAFS.3.RI.2.6	
Integration of Knowledge and Ideas	Literature	LAFS.3.RL.3.7	20-30%
		LAFS.3.SL.1.2**	
		LAFS.3.SL.1.3**	
		LAFS.3.RL.3.9	
	Informational	LAFS.3.RI.3.7	
		LAFS.3.SL.1.2**	
		LAFS.3.SL.1.3**	
Language and Editing*	Literature or Informational	LAFS.3.RI.3.8	15-25%
		LAFS.3.RI.3.9	
		LAFS.3.L.1.1	
		LAFS.3.L.1.2	



FSA SCORE REPORT

Descriptions of Report

8 – Writing Performance:

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

9 – Recommended Resources:

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

8

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

STATEMENT OF PURPOSE, FOCUS, AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS OF STANDARD ENGLISH
<p>Your student earned 2 out of 4 possible points. The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material. It may have a controlling idea/opinion with an inconsistent organizational structure.</p> <p>Su estudiante obtuvo 2 de los 4 puntos posibles. La respuesta es más o menos adecuada en cuanto al objetivo, la audiencia y la tarea, pero puede incluir material irrelevante o poco relacionado. Puede tener una idea de control/opinión con una estructura organizacional inconsistente.</p> <p>Piit ou ta te fe 2 pwen sou 4 pwen posib. Li te yon ti jan kore repons li yo pou objektif, piiblik, ak travay li sipoze fe a epi li gendwa te mete kèk materyèl ki gen rapò ak sa li ap okri a. Li gendwa te genyen yon ide/opinyon kontwòl kote estrikt li pa te òganize.</p>	<p>Your student earned 2 out of 4 possible points. The response provides unconvincing, cursory support/evidence for the controlling idea/writer's opinion that includes ineffective use of sources, facts, and details.</p> <p>Su estudiante obtuvo 2 de los 4 puntos posibles. La respuesta incluye argumentos/pruebas inconsistentes y superficiales para respaldar la idea de control/opinión del autor e incluye el uso incorrecto de fuentes, hechos y detalles.</p> <p>Piit ou ta te fe 2 pwen sou 4 pwen posib. Repons li a te bay sipò/prèv ki pa te egal ak natirèl pou ide kontwòl/opinyon ekriyen an ki pa te itilize sous, enfòmasyon, ak delay 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>Piit ou ta te fe 2 pwen sou 2 pwen posib. Repons la montre li pa ka metrize ase nòm detay. Repons la ka gen kèk ti erè nan itilizasyon, men li pa gen anpil fòt. Li itilize ase ponktiyasyon, lèt majiskil ak miniskil lè li sipoze, fòmasyon fraz, ak otograf.</p>

9

RECOMMENDED RESOURCES

FSA Portal

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

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

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

FDOE Website

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

HOW FSA RESULTS ARE 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 school year in making determinations of student strengths and areas of opportunity.

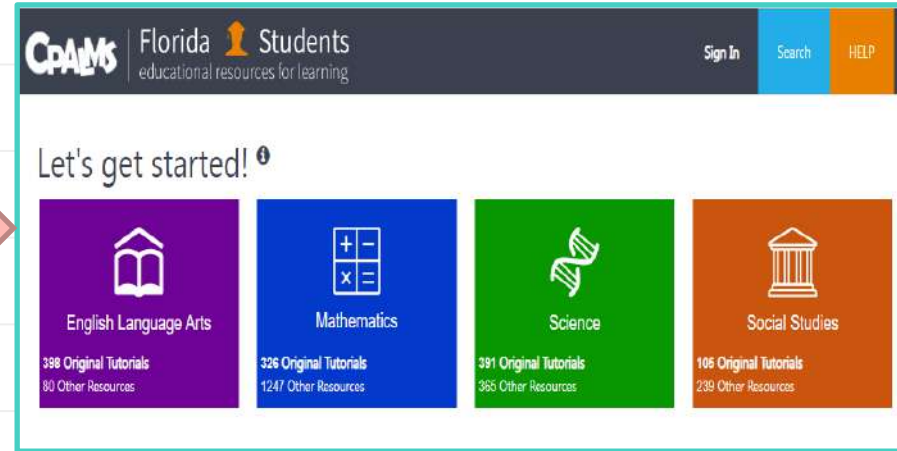
SCHOOL GRADES

- The Florida Department of Education uses FSA ELA (Reading and Writing combined), FSA Math, and Statewide 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.**

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%)	

HELPFUL RESOURCES FOR PARENTS

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



CPALMS Florida Students educational resources for learning Sign In Search HELP

Let's get started!

Subject	Original Tutorials	Other Resources
English Language Arts	398	80
Mathematics	326	1247
Science	391	386
Social Studies	106	239

CONTACT INFORMATION

- **School Assessment Coordinator**

- Lyssa Marquez or Erin Waggener 407.320.6350

- **Assessment and Accountability Team**

- **ES Administrator: Daphne Csonka Turner 407.320.0270**

Daphne_Csonka@scps.k12.fl.us

- Director: Kelly Thompson 407.320.0268

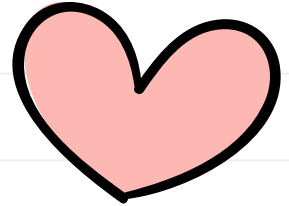
Kelly_Thompson@scps.k12.fl.us

- Coordinator: Sara Borosky 407.320.0269

Sara_Borosky@scps.k12.fl.us

- MS/HS Administrator: Joyce Moore 407.320.0021

Joyce_Moore@scps.k12.fl.us



QUESTIONS + ANSWERS

ANY

QUESTIONS?