

HELPING YOUR CHILD SUCCEED ON THE FLORIDA STANDARD ASSESSMENTS

ELEMENTARY ENGLISH LANGUAGE ARTS

1



FLORIDA STANDARDS ASSESSMENTS - ELA



2

Transition from FCAT 2.0 to FSA ELA Assessments

Assessments in 2012-13 and 2013-14

Assessments in 2014-15

FCAT 2.0 Reading Grades 3 - 10

**FSA English Language Arts
Grades 3 - 11**



FCAT 2.0 Writing Grades 4, 8, 10

**FSA English Language Arts Writing
Component Grades 4 - 11**



FSA WRITING AND READING ADMINISTRATION DATES – 2015

	3rd Grade	4th Grade	5th Grade
FSA Writing (90-120 minutes)	N/A	March 5th <i>Paper Based</i>	March 5th <i>Paper Based</i>
FSA ELA (Two 80 minute sessions)	March 31st (Session 1) April 1st (Session 2) <i>Paper Based</i>	March 31st (Session 1) April 1st (Session 2) <i>Paper Based</i>	April 20th (Session 1) April 21st (Session 2) <i>Computer based</i>

FSA WRITING GRADES 4 - 5



ELA WRITING ASSESSMENT

- **THE ELA FSA INCLUDES A WRITING COMPONENT THAT WILL BE ADMINISTERED SEPARATELY FROM THE REST OF THE FSA ELA.**
 - **MARCH 5, 2015**
 - **4TH AND 5TH GRADE ELEMENTARY STUDENTS**
 - **REPORTED AS PART OF THE ELA SCORE**
 - **ADMINISTERED EARLIER TO ALLOW TIME FOR HAND SCORING**
- **WRITING TASKS WILL BE EITHER OPINION OR INFORMATIVE**
- **DOMAN SPECIFIC RUBRICS:**
 - **[HTTP://WWW.FSASSESSMENTS.ORG/WP-CONTENT/UPLOADS/2014/07/OPINIONLRUBRIC4-5_FINAL.PDF](http://www.fsassessments.org/wp-content/uploads/2014/07/opinionlrubric4-5_final.pdf)**
 - **[HTTP://WWW.FSASSESSMENTS.ORG/WP-CONTENT/UPLOADS/2014/07/INFORMATIONALRUBRIC4-5_FINAL1.PDF](http://www.fsassessments.org/wp-content/uploads/2014/07/informationalrubric4-5_final1.pdf)**

ELA WRITING ASSESSMENT - CONTINUED

- **90 MINUTES WILL BE GIVEN TO READ, PLAN, WRITE, AND EDIT. STUDENTS NEEDING MORE TIME WILL BE ALLOWED 30 ADDITIONAL MINUTES.**
- **STUDENTS WITH IEP ACCOMMODATIONS WILL RECEIVE ACCOMMODATIONS BASED ON THEIR CURRENT IEP.**
- **ALL STUDENTS ARE REQUIRED TO INDEPENDENTLY READ THE TEXT PASSAGES AS THIS IS A LITERACY ASSESSMENT BASED ON GRADE LEVEL TEXT.**
- **THREE LINED PAGES WILL BE PROVIDED; ONE ADDITIONAL PAGE WILL BE PROVIDED FOR PLANNING; PLANNING SHEETS WILL NOT BE SCORED.**
- **THE USE OF MECHANICAL PENCILS IS NOT ALLOWED; THE LEAD APPEARS TOO LIGHT. STUDENTS WILL USE #2 PENCILS.**

PASSAGE SET EXAMPLE
ENGLISH LANGUAGE ARTS
FSA OPINION WRITING

OPINION SAMPLE TASK

THE READINGS TALKED ABOUT CLUTTER AND BEING TIDY. WRITE AN ESSAY IN WHICH YOU GIVE YOUR OPINION. IS CLUTTER SOMETIMES OKAY OR SHOULD YOU ALWAYS TRY TO BE NEAT? USE THE INFORMATION FROM THE PASSAGES IN YOUR ESSAY.

MANAGE YOUR TIME CAREFULLY SO THAT YOU CAN

- **READ THE PASSAGES;**
- **PLAN YOUR ESSAY;**
- **WRITE YOUR ESSAY; AND**
- **REVISE AND EDIT YOUR ESSAY.**

BE SURE TO INCLUDE

- **AN INTRODUCTION;**
- **SUPPORT FROM YOUR OPINION USING INFORMATION FROM THE PASSAGES; AND**
- **A CONCLUSION THAT IS RELATED TO YOUR OPINION.**

YOUR WRITING SHOULD BE IN THE FORM OF A WELL-ORGANIZED, MULTI-PARAGRAPH ESSAY.

FSA ELA Writing Training Test Questions

Read the "Neat Is Nice, But Clutter Is Cool?" passage set.

Neat Is Nice, But Clutter Is Cool? Too Much Stuff!

- 1 Pictures from vacation, spelling tests, a plumber's business card, a postcard from a relative, a dentist appointment reminder. What do all these things have in common? You might find all of them on your refrigerator door. Your refrigerator door can tell you more about your family than you might think.
- 2 In 2012, scientists studied 32 families in Los Angeles. They found that most of these families had too much stuff. One easy way to tell if a family had too many things was to look at their refrigerator door. If there was a lot of clutter on the door, there was likely to be a lot of clutter in the house.
- 3 The scientists studied the families for four years. Here are a few more things they found out:
- Many families filled their garages with anything but a car. Furniture, boxes of clothes, toys, and appliances filled the space. Three out of four garages were too full to even hold cars.
 - The families collected games and sports equipment but never played with them.
 - One picture from the study showed a bookcase with 24 shelves. On each shelf were dolls and stuffed animals. Each shelf had between 5 and 12 items on it. There were almost 200 toys on that one bookshelf.
- 4 Jeanne E. Arnold, a professor who did the study, said, "What we have is a time capsule of America. No other study has been done like this. Imagine how exciting it would be if we could go back to 1912 and see how people were living in their homes. That's the core of any society."
- 5 People collect things for a number of reasons. Maybe they will use them later. The things might be meaningful to them. They may have cost a lot of money to buy. But really, if you have not used something in the past year, you probably will not. It is just more clutter.

"Too Much Stuff!" written for educational purposes.

Clutter Brings Out Creative Side

- 6 Many people like a little mess. Some people say they think better in a mess. Some even claim they find things better in a mess. If you are one of those people, there is good news for you. Your mess may help your creative side.
- 7 Scientists around the world wanted to find out if people who were neater were better at things than people who had a lot of clutter. What they found out surprised them.
- 8 They found out that tidy places cause people to stick to what they know. That was not such a surprise. But they also discovered that messy spaces cause creative thinking.
- 9 In the studies people were given tasks in a room where things were neat and orderly. Others were given tasks in a room where papers and books were on the floor.
- 10 In a study in Denmark, college students filled out paperwork in each room. When they were done, they were asked to give money to a good cause. Most of the students from the neat room said yes. But, more than half of the students in the messy room said no.
- 11 When the students left the rooms they were offered either an apple or a piece of chocolate. The students leaving the neat room picked the apple three times more often than the students leaving the messy room.
- 12 In a second study, U.S. college students were told to invent new uses for ping-pong balls. Students in each room came up with about the same amount of ideas. However, this time, the students in the messy room came up with more creative ideas than the ones in the neat room.
- 13 In the final study, 188 American adults were placed into either a messy room, or a tidy room. Then they were given a choice between a smoothie that had "classic" ingredients or one that had "new" ingredients. Participants from the neat room picked the "classic" smoothie more often than people from a cluttered room.
- 14 In each study, scientists found that what we have around us matters. When things are neat and clean we behave one way. When things are cluttered and messy we seem to behave another.

FSA ELA Writing Training Test Questions

Dealing with Clutter

www.clutterfree.org

(A website to help people who want to get rid of clutter)

- 15 Does this sound like you?
- I can never find anything after I put it away.
 - My bedroom, closet, and backpack are full of junk.
 - I want to be more organized.
- 16 If you said "yes" to any of these, then this site is for you!
- 17 Cleaning up can be hard to do. It's even harder when you are cleaning up things that you don't want or need anymore. It can be hard to decide what you want, what you need, and what you can let go.
- Get started!**
- 18 You will need 3 containers. They can be bags, boxes, or even a laundry basket! Label the boxes: one "keep," one "give away," and one "toss." You might need a fourth box: "?" for things that you can't decide what to do with.
- 19 Keep: In here go items that you use all the time. Keep things that you need every day. Keep things that you have used in the past year.
- 20 Give away: In here, place items that can be given to someone else. Maybe to a younger brother or sister, or a friend. Maybe even to someone who has less than you do. There are many places that take items that are good but are not wanted by you anymore. They take these things and give them to others who need them.
- 21 Toss: In here, put things that need to be thrown away. Things that are broken or not fixable. Old papers, broken toys, etc.
- What if I can't decide?**
- 22 That is what the "?" box is for. You can put things that you just aren't sure you need, but you want to keep. There are things that we find hard to part with and that's okay.
- 23 There are some questions you can ask yourself about items:
- Do I love this item?
 - Have I got another one that is better?
 - Does this item make me smile?

INFORMATIVE/EXPLANATORY SAMPLE TASK

THE PASSAGES DISCUSS WAYS BATS ARE GOOD. WRITE AN ESSAY IN WHICH YOU EXPLAIN HOW BATS HELP PEOPLE AND THE ENVIRONMENT. USE THE INFORMATION FROM THE PASSAGES IN YOUR ESSAY.

MANAGE YOUR TIME CAREFULLY SO THAT YOU CAN

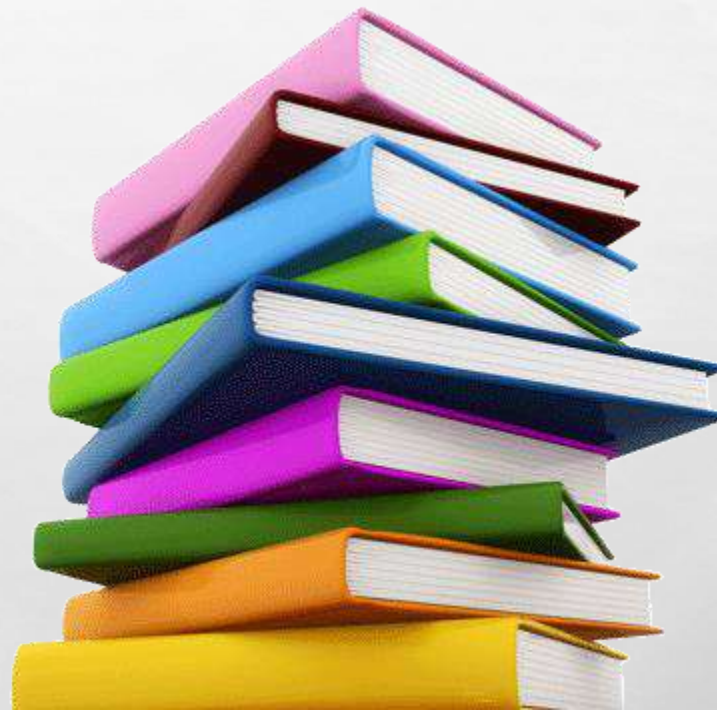
- **READ THE PASSAGES;**
- **PLAN YOUR ESSAY;**
- **WRITE YOUR ESSAY; AND**
- **REVISE AND EDIT YOUR ESSAY.**

BE SURE TO INCLUDE

- **AN INTRODUCTION;**
- **SUPPORT FOR EXPLANATIONS USING INFORMATION FROM THE PASSAGES; AND**
- **A CONCLUSION THAT IS RELATED TO YOUR EXPLANATION.**

YOUR WRITTEN RESPONSE SHOULD BE IN THE FORM OF A MULTI-PARAGRAPH ESSAY. REMEMBER TO SPEND TIME READING, PLANNING, WRITING, REVISING, AND EDITING.

FSA READING GRADES 3 - 5



TYPES OF ITEMS FOR PAPER BASED 3RD AND 4TH GRADE READING ASSESSMENT

- FOR **MULTIPLE-CHOICE ITEMS**, CHOOSE THE BEST ANSWER FROM THE ANSWER CHOICES, AND FILL IN ONE BUBBLE FOR THE CORRECT ANSWER.
- FOR **MULTISELECT ITEMS**, CHOOSE MORE THAN ONE CORRECT ANSWER FROM THE ANSWER CHOICES, AND FILL IN THE BUBBLES FOR MORE THAN ONE CORRECT ANSWER. BE SURE TO READ THE ITEM CAREFULLY TO KNOW HOW MANY CORRECT ANSWER TO CHOOSE.
- FOR **GRAPHIC RESPONSE ITEMS**, ENTER YOUR RESPONSE BY DRAWING LINES BETWEEN MATCHING WORDS OR PHRASES. DRAWN LINES IS THE CORRECT WAY TO ENTER YOUR ANSWER ONLY FOR THE ITEMS THAT ASK YOU TO DO THIS.
- FOR **EDITING TASKS**, CHOOSE THE CORRECT WORD OR PHRASE TO FILL IN EACH BLANK IN THE PASSAGE. FOR EACH BLANK, FILL IN THE CIRCLE BEFORE THE WORD OR PHRASE THAT IS CORRECT.
- FOR **TWO-PART ITEMS**, ENTER YOUR RESPONSES TO TWO RELATED QUESTIONS. THE TWO PARTS OF THE ITEM MAY BE EITHER **MULTIPLE-CHOICE (ONE CORRECT ANSWER)** OR **MULTISELECT (MORE THAN ONE CORRECT ANSWER)**, SO BE SURE TO READ THE ITEM CAREFULLY TO KNOW HOW MANY CORRECT ANSWERS TO CHOOSE.

PASSAGE EXAMPLE
ENGLISH LANGUAGE ARTS
FSA READING

This test includes reading passages and several types of items. Be sure to read the passage and each item carefully to know how to enter your answer.

.....

- 1 Learning new things is an exciting part of life. Learning can happen anywhere. There are kids who learn at a school, kids who learn at home and some kids who learn online. Students who learn this way use their computers and the Internet to connect to online classrooms. They use a camera connected to their home computer to let the teacher and other students see them. They can see their teacher and classmates on their screens because their classmates and teacher use a camera, too.

- 2 Before the Internet, children in remote places sometimes had classes over the radio or used the mail to get lessons and return them. For example, in the past, children who lived in distant parts of Australia were taught using the radio. Every day at a certain time, they tuned in to a special radio station. All the children could hear their teacher at the same time, but they were hundreds of miles apart. They got their lessons in the mail, did their homework, and mailed it back to the teacher.

- 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.

- 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.

- 5 Online classes can be held whenever is best for the teacher and students. Sometimes, they don't have to have a class where everyone is together all at once. There are classes where all the materials are posted on the website and students can use them whenever they need to. They can write questions and turn in their assignments. They can check back later to see if the teacher has left answers or comments on their work. No one ever actually "meets" anyone face-to-face, even if it's just with a web-camera. Many college classes are taught this way.

- 6 Internet classes can fit thousands of people, or just one person. It is a powerful way to let students everywhere learn. A student in Alaska and a student in China can go to the same class. That class can be taught by a teacher in Russia. You don't need a building, desks, lights, or enough chairs to fit everyone. Students who live far apart, students who can't leave home, students who want to take a class they can't take nearby—all they need is a computer and an Internet connection and they're good to go!

EXAMPLE MULTIPLE-CHOICE ITEM

WHICH OF THE FOLLOWING IS THE MAIN IDEA OF THE ARTICLE?

- **ONLINE LEARNING WILL SOON REPLACE SCHOOL BUILDINGS.**
- **ONLINE LEARNING IS ONLY FOR STUDENTS WHO LIVE IN REMOTE PLACES.**
- **ONLINE LEARNING OFFERS MANY PEOPLE THE OPPORTUNITY TO RECEIVE AN EDUCATION.**
- **ONLINE LEARNING IS THE BEST WAY TO LEARN.**

EXAMPLE MULTISELECT ITEM

WITH WHICH TWO SENTENCES WOULD THE AUTHOR AGREE?

- **ALL STUDENTS SHOULD GO TO SCHOOL ON THE INTERNET.**
- **THOUSANDS OF STUDENTS IN THE SAME CLASS ARE TOO MANY.**
- **ONLINE CLASSES ALLOW LEARNING ENVIRONMENTS TO BE FLEXIBLE.**
- **STUDENTS IN THE SAME CLASS MUST LIVE CLOSE TO EACH OTHER.**
- **LEARNING ONLINE CAN BE EXCITING.**

EXAMPLE GRAPHIC RESPONSE ITEM

SELECT THE TOLLS THAT ARE USED FOR ONLINE LEARNING. DRAW A LINE FROM EACH TOOL YOU SELECT TO THE BOX AT THE BOTTOM.



camera



radio



computer



mail

Online Learning Tools

Example Editing Tasks

Choose the correct word or phrase to fill in each blank in the passage. For each blank, fill in the circle **before** the word or phrase that is correct.

Koalas are animals that live in Australia. They _____ [(A) look (B) will look (C) looks (D) looked] a little bit like small bears, _____ [(A) or (B) nor (C) because (D) 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 _____ [(A) knowen (B) known (C) none (D) knowne] to sleep up to 20 _____ [(A) owers (B) howers (C) hours (D) ours] a day.

Many people around the world visit zoos to see koalas. They can live 13 to 18 years in the wild, but the _____ [(A) old (B) most old (C) oldest (D) older] zoo koala on record lived to be 23 years old.

EXAMPLE TWO-PART ITEM – PART A

Part A

Fill in the circle **before** the sentence that shows how the author supports the idea that students who live far from each other can learn together.

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

EXAMPLE TWO-PART ITEM – PART B

Part B

Fill in the circle **before** the two sentences that support the answer in part A.

Ⓐ 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 he or she is 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 OF 5TH GRADE CBT

Place the tools used for online learning in the box.

 camera	 computer
 radio	 mail

EXAMPLE OF 5TH GRADE CBT

3



What is the main idea of paragraph 4?

Type your answer in the space provided.

People from many different places can become a part of an online class.

FLORIDA STANDARDS INFORMATION SITE

[HTTP://FSASSESSMENTS.ORG/](http://fsassessments.org/)



Home Users Resources Announcements Register for email alerts Log In

Florida Standards Assessments

Students and Parents

Educators

Test Administrators

School Assessment Coordinators

District Assessment Coordinators

Technology Coordinators

Recent Announcements

- 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 progress on new Florida Standards -
Added June 26, 2014

Please [click here](#) to view all announcements

FDOE on Twitter

Tweets

FL Dept of Education @EducationFL
For facts about Commissioner Stuart Che...

Welcome!

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

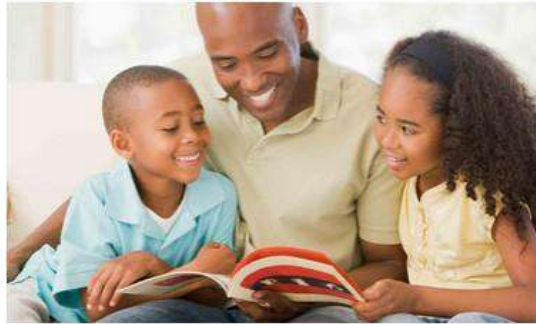
For information about FCAT 2.0 or NGSSS EOC Assessments, please visit <http://www.fdoe.org/asp/>.

Visit FDOE

Resources

Training Tests

Family Resources for Language Arts Florida Standards



The purpose of this site is to provide information and resources for parents and families to help support their child's development of reading, writing, speaking and listening skills, from birth through eighth grade and beyond. Parents' involvement and support will help facilitate their child's acquisition of the Language Arts Florida Standards.



Florida Standards



Reading Development



Reading Activities



Formative Assessment

