



Florida Standards
Assessments (FSA)
Spring 2019

Galileo School

Agenda

- What are the Florida Standards Assessments?
 - Subjects and Grades Assessed
 - Test Schedule
 - Test Timing
 - Test Design and Test Item Types
 - State Science Assessment
 - Score Information
- How are FSA results used?
- Helpful Resources

What are the Florida Standards?

- The Florida Standards were adopted in 2014 in English/Language Arts and Mathematics to help prepare Florida students for success in college, career, and in life by emphasizing analytical thinking skills.
- The FSA provides a more authentic assessment of the Florida Standards than prior tests, in that students will be asked to create graphs, interact with test content, and write and respond in different ways than on traditional tests.
- Question types will assess students' higher-order thinking skills in keeping with the higher expectations of the Florida Standards.

What subjects and grades are tested?

NEW

ALL TESTS WILL BE PAPER-BASED THIS YEAR!!

- **Grades 3-5 FSA English Language Arts (ELA)**
- **Grades 4-5 FSA Writing**
 - A student must take both the Writing and Reading/Listening tests to receive an FSA ELA score.
- **Grades 3-5 FSA Mathematics**
- **Grade 5 Statewide Science**

What are the test windows?

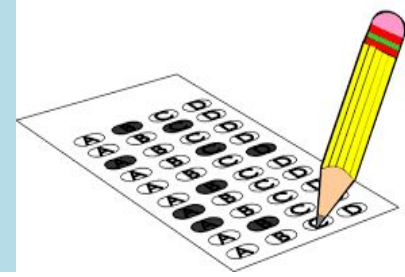
Assessment	Grade Level	Test Date(s)
FSA Writing	Grades 4 and 5	April 2 (Tuesday) Make-ups: April 3-12 Make-ups: May 7-14
FSA ELA	Grade 3	April 2 & 3 Make-ups: April 4-12
FSA ELA	Grades 4 and 5	May 1 & 2 Make-ups: May 3-14
FSA Math	Grades 3-5	May 7 & 8 Make-ups: May 9-14
State Science	Grade 5	May 9 & 10 Make-ups: May 13 & 14

Are the tests timed? **YES!**

- **FSA Writing – Grades 4 and 5**
 - 120 minutes (1 session)
 - A **3-minute break** after 60 minutes of testing
- **FSA ELA – Grades 3, 4, and 5**
- **FSA Mathematics – Grades 3, 4, and 5**
- **Statewide Science – Grade 5**
 - 160 minutes (2 – 80 minute sessions)
 - Tested over two days
 - A short break is given after 40 minutes of testing



Paper-based Test Materials



- **Grade 3-5 ELA & Mathematics**
 - Students will receive a Test and Answer Book
 - Students will work problems in their test and answer book.
- **Grades 4 and 5 Writing**
 - Students will receive a Writing Planning Sheet and a Test and Answer Book
- **Grade 5 Science**
 - Students will receive a Test Book and an Answer Book/Sheet
- *Practice Tests have been developed by DOE. Students will have an opportunity to take the practice test at the school prior to the actual test.*
 - *These practice tests are also available on the FSA portal for public access. Go to fsassessments.org > Practice Tests*

Test Design - ELA

ELA-READING CONTENT CATEGORIES

Grades 3-5

Approximate percentage of raw score points for each category.

Reading Text Types	Literature - 50% Informational - 50%
Key Ideas and Details	15-25%
Craft and Structure	25-35%
Integration of Knowledge and Ideas	20-30%
Language and Editing	15-25%
Text-Based Writing (Grades 4-5)	Determined each year
Total Number of Items	56-60

ELA

PERCENTAGE OF POINTS BY DEPTH OF KNOWLEDGE (DOK)* LEVEL

Grades 3-5

DOK Level 1 (Low)	10-20%
DOK Level 2 (Mod)	60-80%
DOK Level 3 (High)	10-20%

Note: Text-based Writing (G4-5) component is a DOK Level 3 task.

**DOK refers to the complexity level of the cognitive process demanded by a test item rather than the difficulty of the item.*

Level 1: Recall and Reproduction, Level 2: Skills and Concepts, and Level 3: Strategic Thinking

Approximately 6-10 items within the Reading, Language and Listening components listed above are field test items are included in the ranges above but are **not** included in the students' score.

Test Design – ELA

- **Grades 4-5 Writing component contributes 10 raw score points to the overall FSA ELA total raw score.**
 - The raw score is not the most important score when considering a student’s overall performance.
 - FSA, like other Florida statewide assessments past and present, is not scored using a percent-correct or number-correct scoring method. Students correctly answering the more-difficult items receive more credit than students answering less-challenging items. In other words, the scoring model involves both the number and the difficulty of questions a student answers correctly.

Test Item Types - ELA

- **ELA Item Types**

- **Multiple Choice:** select one answer from amongst four options

25-50% of test is composed of enhanced items which include...

- **Editing Task Choice:** Student reads a short passage with underlined words and phrases – selects the correct word or phrase that should replace the underlined word or phrase from a set of option. Choose one option.
- **Selectable Text:** Excerpted sentences from the text and may have one or two parts. A two part, Part A might ask the student to make an analysis or an inference, & Part B might require the student to select the text to support the answer in Part A.
- **Multi-Select:** Select all of the correct answers from among the options provided.
- **Evidence-Based Selected Response:** Two part item, Part A is multiple choice & Part B may be either multiple-choice or multi-select.
- **Table Match:** Item type presents options in columns & rows (options may include words, phrases, sentences, quotations, line/paragraph/passage #s, or images). Student is directed to select a box that matches a correct option from a column with a correction option from a row.
- **Multimedia:** Images, charts, graphics, timelines, etc. Multimedia may appear within passages (stimuli) or test items.

Test Item Types - ELA

- **Multiple Choice**

What is the meaning of anxious as it is used in Passage 1?

- 10 “You need not be anxious,” responded the man. “I told it the way, and it will be along in good time, as I said before.”
- Ⓐ angry
 - Ⓑ excited
 - Ⓒ sad
 - Ⓓ worried

Fill in the circle **before** the sentence from Passage 2 that shows why the man believes that his cheeses can bring themselves to the market.

- 14 Ⓐ THERE was a man of Gotham who filled a sack with cheeses and started off for Nottingham market to sell them. Ⓑ He carried the sack on his back, and when he became tired he sat down by the wayside to rest. Ⓒ Thus he went on until he reached the summit of the last hill he had to climb before he came to Nottingham bridge.
- 15 Ⓓ There he rested, and when he rose to continue his journey a cheese slipped out of the sack and rolled down the hill toward the bridge.

Test Item Types - ELA

- **Editing Task**

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.

Test Item Types - ELA

- **Selectable Text**

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

Part A

Based on the information in Passage 1, with which statement would the author agree?

- Ⓐ Rafts are too small to fit all of the ants from a colony.
- Ⓑ Smaller colonies may not live through a flood.
- Ⓒ The ants may not survive the journey without food.
- Ⓓ Building a raft is a clever way for the ants to survive.

Part B

Which piece of evidence from Passage 1 supports your answer in Part A?

- Ⓐ “What a tangle of ants! But it’s just what the ants need to save their colony from drowning.” (paragraph 3)
- Ⓑ “Once the raft is in place, one by one and two by two, more ants march out of the nest and onto the ant raft.” (paragraph 4)
- Ⓒ “They carry ant eggs, ant babies, and, of course, the queen. (Some ants may even pack a bit of food for the trip.)” (paragraph 4)
- Ⓓ “An average-sized nest is made up of 100,000 fire ants.” (paragraph 5)

Test Item Types - ELA

- **Multi-Select**

Select **two** reasons the author included paragraph 11 in Passage 2.

- Ⓐ to compare leaf-cutting ants to human farmers
- Ⓑ to describe how leaf-cutting ants grow their food
- Ⓒ to explain how leaf-cutting ants solve farming problems
- Ⓓ to show that the topic of the passage is leaf-cutting ants
- Ⓔ to describe the effect that leaf-cutting ants have on ordinary farms

Test Item Types - ELA

- **Two Part**

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

Part A

Based on the information in Passage 1, with which statement would the author agree?

- Ⓐ Rafts are too small to fit all of the ants from a colony.
- Ⓑ Smaller colonies may not live through a flood.
- Ⓒ The ants may not survive the journey without food.
- Ⓓ Building a raft is a clever way for the ants to survive.

Part B

Which piece of evidence from Passage 1 supports your answer in Part A?

- Ⓐ "What a tangle of ants! But it's just what the ants need to save their colony from drowning." (paragraph 3)
- Ⓑ "Once the raft is in place, one by one and two by two, more ants march out of the nest and onto the ant raft." (paragraph 4)
- Ⓒ "They carry ant eggs, ant babies, and, of course, the queen. (Some ants may even pack a bit of food for the trip.)" (paragraph 4)
- Ⓓ "An average-sized nest is made up of 100,000 fire ants." (paragraph 5)

Test Item Types - ELA

- **Evidence-Based Selected Response**

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

Part A

Which sentence describes the man's feelings at the end of Passage 2?

- Ⓐ He is pleased with his decision.
- Ⓑ He is excited to be traveling for his work.
- Ⓒ He is angry that he has to go to the market.
- Ⓓ He is unhappy about his choices in the story.

Part B

What happens in the passage because of the man's feelings in Part A?

- Ⓐ The man has nothing to sell at the market.
- Ⓑ The man arrives at the market well-rested.
- Ⓒ The man's cheeses get to the market on time.
- Ⓓ The man's cheeses become famous in the town.

Test Item Types - ELA

- **Table Match**

Fill in the circles to show the order of steps ants take to leave their homes during a flood in Passage 1.

	First	Next	Finally
They build a new nest.	(A)	(B)	(C)
They move food and each other.	(D)	(E)	(F)
They stick their bodies together.	(G)	(H)	(I)

Test Design - Math

MATH CONTENT CATEGORIES

Grades 3-5 (CBT)

Approximate percentage of raw score points for each category.

Grade	Reporting Category	Percent of Test	Number of Items
3	Operations, Algebraic Thinking, and Numbers in Base Ten	48	60-64
	Numbers and Operations - Fractions	17	
	Measurement, Data, and Geometry	35	
4	Operations and Algebraic Thinking	21	60-64
	Numbers and Operations in Base Ten	21	
	Numbers and Operations – Fractions	25	
	Measurement, Data, and Geometry	33	
5	Operations, Algebraic Thinking, and Fractions	39	60-64
	Numbers and Operations in Base Ten	28	
	Measurement, Data, and Geometry	33	

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

DOK Level 1 (Low)	10-20%
DOK Level 2 (Mod)	60-80%
DOK Level 3 (High)	10-20%

**DOK refers to the complexity level of the cognitive process demanded by a test item rather than the difficulty of the item. Level 1: Recall and Reproduction, Level 2: Skills and Concepts, and Level 3: Strategic Thinking*

Test Item Types - Math

- **Math Item Types**

- **Multiple Choice:** Select one answer from amongst four options.
- **Multi-Select:** Select all of the correct answers from among the options provided.
- **Editing Task Choice:** Fill in a bubble to indicate the correct number, word, or phrase that should replace a blank or a highlighted number, word, or phrase
- **Selectable Hot Text:** Excerpted sentences from the text are presented and the student fills in bubbles to indicate which sentences are correct.
- **Equation Editor:** Student fills in bubbles indicating numbers and mathematical symbols to create a response.
 - Students respond in response grids in which they write their answer in the boxes at the top of the grid, then fill in the corresponding bubble underneath each box.
- **Matching Item:** Presents options in columns and rows and student is directed to fill in a bubble that matches a correct option from a column with a correct option from a row.
- **Multimedia:** Images, charts, graphics, timelines, etc. - multimedia may appear within passages (stimuli) or test items.

Test Item Types - Math

- **Multiple Choice - fill in one bubble for the correct answer**

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

- Ⓐ 10
- Ⓑ 50
- Ⓒ 100
- Ⓓ 500

Test Item Types - Math

- **Multi Select – fill in the bubbles for all of the correct answers.**

Select all the situations that can be represented by $35 \div 5$.

- Ⓐ Heidi has 35 apples after picking the same number of apples each day for 5 days.
- Ⓑ Heidi has 35 apples and places an equal number of apples into 5 baskets.
- Ⓒ Heidi has 5 apples and needs more apples to deliver to a customer.
- Ⓓ Heidi has 35 apples, and her friend gives her 5 more.
- Ⓔ Heidi has 35 apples and gives 5 of them to a friend.

Test Item Types - Math

- **Editing Task Choice**

What is the value of the unknown number in the equation $6 \times 3 = \square$?

- Ⓐ 3
- Ⓑ 9
- Ⓒ 18
- Ⓓ 63

Test Item Types - Math

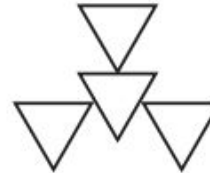
- Selectable Hot Text

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

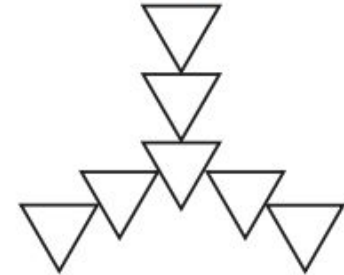
1st Figure



2nd Figure



3rd Figure



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

The 4th figure for the pattern will have an (A) even (B) odd number of triangles

because

- (A) adding an even number to an even number will always equal an even number.
- (B) adding an even number to an even number will always equal an odd number.
- (C) adding an odd number to an odd number will always equal an even number.
- (D) adding an odd number to an odd number will always equal an odd number.

Test Item Types - Math

• Response Grids

	∕	∕	∕	∕	∕		
·	·	·	·	·	·	·	
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	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 - Math

- **Response Grids (*continued*)**

Do NOT write a mixed number, such as $13\frac{1}{4}$, in the answer boxes.

Change the mixed number to an equivalent fraction, such as $\frac{53}{4}$, or to an

equivalent decimal, such as 13.25. Do not try to fill in $13\frac{1}{4}$, as it would be

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

CORRECT

5	3	/	4		
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	<input checked="" type="radio"/>	3	3	3	3
4	4	4	<input checked="" type="radio"/>	4	4
<input checked="" type="radio"/>	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

OR

1	3	.	2	5	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
<input checked="" type="radio"/>	1	1	1	1	1
2	2	2	<input checked="" type="radio"/>	2	2
3	<input checked="" type="radio"/>	3	3	3	3
4	4	4	4	4	4
5	5	5	5	<input checked="" type="radio"/>	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

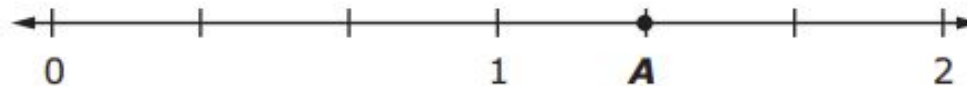
INCORRECT

1	3	1	/	4	
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
0	0	0	0	0	0
<input checked="" type="radio"/>	1	1	1	1	1
2	2	2	2	2	2
3	<input checked="" type="radio"/>	3	3	3	3
4	4	4	4	<input checked="" type="radio"/>	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

Test Item Types - Math

- Equation Editor / Response Grids

What fraction is represented by point A on the number line shown?



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

Test Item Types - MATH

- Matching Item

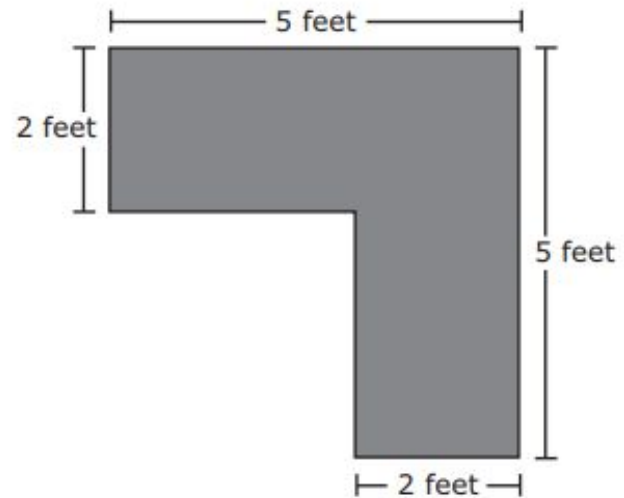
Match each number to the value of the number rounded to the nearest 10.

	180	190	200
181	(A)	(B)	(C)
186	(D)	(E)	(F)
194	(G)	(H)	(I)

Test Item Types - Math

- **Multimedia**

A drawing of the top of a desk is shown.



What is the area of the top of the desk?

- Ⓐ 14 square feet
- Ⓑ 16 square feet
- Ⓒ 20 square feet
- Ⓓ 25 square feet

Reference Sheets

- Grades 4 & 5 Math will receive reference sheets
 - Grade 4 some formulas will be on the reference sheet
 - Grade 5 some formulas may be included with the test item
- Grade 3 Math does not receive a reference sheet

Grade 4 FSA Mathematics Reference Sheet

Customary Conversions

1 foot = 12 inches
1 yard = 3 feet
1 mile = 5,280 feet
1 mile = 1,760 yards

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts

1 pound = 16 ounces
1 ton = 2,000 pounds

Metric Conversions

1 meter = 100 centimeters
1 meter = 1000 millimeters
1 kilometer = 1000 meters

1 liter = 1000 milliliters

1 gram = 1000 milligrams
1 kilogram = 1000 grams

Time Conversions

1 minute = 60 seconds
1 hour = 60 minutes
1 day = 24 hours
1 year = 365 days
1 year = 52 weeks

Formulas

$$A = lw$$

$$P = 2l + 2w$$

Grade 5 FSA Mathematics Reference Sheet

Customary Conversions

1 foot = 12 inches
1 yard = 3 feet
1 mile = 5,280 feet
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1 cup = 8 fluid ounces
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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
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Test Design - Writing

- **FSA Writing (Grades 4-5)**

At elementary, the stimulus will consist of two to four texts, ranging from 800-1300 words each. Scoring rubrics for FSA Writing can be found on the FSA Portal.

- **Overall Task Description**

- Students will read a stimulus about a single topic.
- Stimulus should consist of informational or literary fiction or nonfiction texts and can cover a wide array of topics.
- After reading stimulus, students will respond by providing information on a topic or take a stance to support an opinion or argument.

- **Stimulus Attributes**

- The stimuli for **informative/explanatory** prompts should maintain a clear topical connection but may address diverse concepts/ideas.
- The stimuli for **opinion/argumentative** prompts should present opposing points of view. Each point of view should be equally represented so that a student can take either side of a position.
- Thorough and convincing support for the controlling ideas must be evident in all stimuli.

Writing Prompt

Read the "The Wild Among Us" passage set.

The Wild Among Us

Source 1: The Howl Next Door

by Julie McPartland

1 Ahhh-eeee-ouuu! Coyotes are famous for their howl. People often think of coyote howls as a sound far off in the wild mountains or open plains. They imagine sitting by a fire and listening to nighttime conversations between the wild canines in the distance. That high-pitched cry is not always so far away, though. More and more, coyotes are found in or near cities.

Source 2: Power Chewers

by Karl Szymas

5 A flash of a bushy tail, a speedy furry chase, the sudden stop—a squirrel hangs upside down on the underside of a large branch, listening. He uses his strong claws to defy gravity and, if we remain still, we can watch as he scampers further up the tree. A squirrel is such a common sight in many cities that most of us do not stop to think about them. One of the squirrel's most powerful traits is also one of its most troubling secrets. Squirrels' teeth never stop growing.

Source 3: Pigeons and People

by Nicole Wilson

8 Look up in any major city and you may spot a pigeon perched on the ledge of a building. Tall buildings have only been common in cities for a few hundred years. Where did pigeons hang out before that? Many pigeons living in cities today are descendants of rock doves. Rock doves originally made their homes in steep cliffs that bordered the ocean. Tall

Write an informative essay about the effects wild animals and humans have on each other when they live in the same area. Use information from the passages in your essay.

Manage your time carefully so that you can

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

Be sure to include

- an introduction;
- information from the passages as support; and
- a conclusion that is related to the information presented.

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

Planning Sheet

STUDENT NAME _____

PLANNING SHEET

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

A large rectangular box containing 25 horizontal lines for writing. A large, light gray watermark reading "SAMPLE" is oriented diagonally across the center of the box.

This sheet will NOT be scored.

Writing Testing Tips

- **Writing Essay Responses**

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 Design - Science

- **Grade 5** students will take the **Science** assessment based on the Florida Next Generation Sunshine State Standards

SCIENCE CONTENT CATEGORIES

Grade 5

Approximate percentage of raw score points for each category.

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

ELA SCIENCE

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

DOK Level 1	10-20%
DOK Level 2	60-80%
DOK Level 3	10-20%

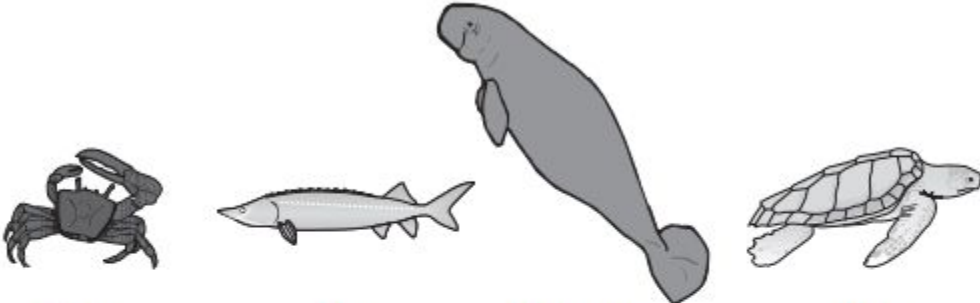
**DOK refers to the complexity level of the cognitive process demanded by a test item rather than the difficulty of the item.*

Level 1: Recall and Reproduction, Level 2: Skills and Concepts, and Level 3: Strategic Thinking

Test Design - Science

- All items on the Grade 5 Science test are multiple choice.

The organisms shown below live in or near bodies of water. Some are classified as vertebrates and some as invertebrates.



Crab Fish Manatee Turtle

not to scale

Which organism is classified as an invertebrate?

- A. crab
- B. fish
- C. manatee
- D. turtle

FSA Scores

- Students will receive a Scaled Score (SS), Achievement Level, Percentile Rank, and Raw Scores.
- Grade 3 ELA scores will be released by **May 30**.
- Grades 4-5 ELA and Grades 3-5 Math scores will be released in **July**.
 - Schools will determine how score reports will go home to parents.

FSA Score Report

Descriptions of Report:

- 1 – Identifies student, school, district, test administration
- 2 – Description of the FSA and resources for teachers, parents, & students.
- 3 – Performance Levels and Scale Score with information regarding the performance level.
- 4 – Performance Details lists the reporting categories, number of points possible, and number of points earned for each category.
- 5 – Performance Comparison shows how your student performed compared to the school, the district, and the state.

THE FLORIDA STANDARDS ASSESSMENT ENGLISH LANGUAGE ARTS GRADE 4 SCORE REPORT

1 DOE, JANE
SID: XXXXX91238
SPRING 2016

SCHOOL: DEMO SCHOOL (9999)
SCHOOL DISTRICT: DEMO DISTRICT (99)

2 **PURPOSE OF THIS REPORT**
The Florida Standards Assessments (FSA) are the statewide assessments in Florida. They are one of many tools our state's educators use to measure your student's mastery of the content that will be needed to be prepared for the next grade. This report is designed to provide you with insight into your student's performance so that you can continue supporting your student. If you have questions about this report, please contact your student's teacher or principal.

For resources to help your student better understand the Florida Standards, including tutorials, visit FloridaStandards.org. For resources to help your student better understand the FSA, including practice tests, please visit www.fsassessments.org.

Las Evaluaciones de los Estándares de la Florida (FSA) se administran en todo el estado de la Florida. Son una de las tantas herramientas que emplean los educadores de nuestro estado para medir el dominio del contenido que poseen los alumnos y que será necesario para estar preparados para el próximo grado. Este informe está diseñado para brindarle información sobre el desempeño de los alumnos a fin de que pueda continuar brindándoles apoyo. Si tiene preguntas sobre este informe, póngase en contacto con el docente o el director de los alumnos.

Para obtener recursos, incluidos tutoriales, para ayudar a los alumnos a comprender mejor los Estándares de la Florida, visite FloridaStandards.org. Para obtener recursos, incluidos exámenes de práctica, para ayudar a los alumnos a comprender mejor las FSA, visite www.fsassessments.org.

Evaluasyon Nòm Florida a (Florida Standards Assessments ou FSA an angle) se evalyasyon yo fè nan tout eta Florida. Yo se youn nan plizyè zouti edikatif nan eta nou an itilize pou mezire nan ki nivo pitit ou metrize sa l ap bezwen konnen pou prepare pou klas l ap ladan ane pwochen an. Nou te krewe rapò sa a pou ba ou yon lide sou fason pitit ou ap travay lekòl pou w kapab kontinye swiv ak ede li. Si ou gen kesyon sou rapò sa a, tanpri kontakte pwofesè ouwa direktè pitit ou.

Pou jwenn resous pou ede pitit ou konprann Nòm Florida yo, ak leson pou aprann ladan, ale sou sitwèb FloridaStandards.org. Pou resous pou ede pitit ou konprann FSA a pi byen, ak egzèsis pou pratike lès yo, tanpri ale sou sitwèb www.fsassessments.org.

3 YOUR STUDENT'S PERFORMANCE ON THE 4TH GRADE ENGLISH LANGUAGE ARTS ASSESSMENT

PERFORMANCE LEVEL

LEVEL

4

Los alumnos que obtienen un puntaje de nivel 4 demuestran competencia en los estándares de la Florida para su grado. Es probable que sobresalgan en el próximo grado.

Elèv rezilta yo nan Nivo 4 yo montre yo gen kompetans nan Nòm Florida pou klas yo ye ane sa a. Yo gen chans pou reyisi nan klas y ap ladan ane pwochen an.

Students who score in Level 4 demonstrate proficiency in the Florida Standards for their grade. They are likely to excel in the next grade.

5

4

3

2

1

328 ▶

372
340
326
311
297
251

Mastery highly likely to excel in the next grade
Proficient likely to excel in the next grade
Satisfactory may need additional support for the next grade
Below Satisfactory likely to need substantial support for the next grade
Inadequate highly likely to need substantial support for the next grade

4 YOUR STUDENT'S PERFORMANCE DETAILS

Number of points earned by your student in each reporting category on this assessment

Reporting Category	Points Earned	Points Possible
Key Ideas and Details	7	11
Craft and Structure	8	10
Integration of Knowledge and Ideas	7	13
Language and Editing	4	8
Text-based Writing	2	10

5 YOUR STUDENT'S PERFORMANCE COMPARED

Percentage of students in each Performance Level in your district and the state

	School	District	Florida
Level 5	20%	20%	20%
Level 4	20%	20%	20%
Level 3	20%	20%	20%
Level 2	20%	20%	20%
Level 1	20%	20%	20%

99-9999-000004 WWW.FSASSESSMENTS.ORG

FSA Achievement Levels



Florida Standards Assessments Scale Scores for Each Achievement Level

The table below includes the final achievement level cut scores established in Rule 6A-1.09422 on January 6, 2016.

Assessment		Level 1	Level 2	Level 3	Level 4	Level 5
English Language Arts Scale Scores (240-412) for Each Achievement Level	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
Mathematics Scale Scores (240-393) for Each Achievement Level	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
End-of-Course Assessment Scale Scores (425-575) for Each Achievement Level	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
	Algebra 2 EOC	425-496	497-510	511-528	529-536	537-575

Helping Your Child

- **Test Preparation**

- Help your child to realize that it is important to do their best every day, as well as on the FSA.
- Review class and homework with your child.
- Ensure that your child participates in the practice tests so that he/she becomes familiar with the items and the computer-based platform/tools.
- 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.

Electronic Devices Reminder

- **No electronic devices permitted during testing**
 - Students **CANNOT** have any electronic device (e.g., cell phone, mp3 player, game system, etc.) on them **OR** within arm's reach even if they do not use them
 - **Cause for immediate invalidation of test.**

NO



How are FSA Results Used?

- FSA results provide teachers and schools with additional information about each student's proficiencies.
- Results are used **IN ADDITION TO** teacher observations and coursework throughout the year in making determinations of student strengths and areas of opportunity.



How are FSA Results Used?



- **Grade 3 ELA Scores**

- Per F.S. 1008.22(5)(b), to be promoted to grade 4, a student **must score a Level 2 or higher on the Grade 3 ELA.**
- Students who score a Level 1 on ELA may qualify for a good cause exemption for promotion to Grade 4 per Florida State Board Rule 6A-1.094221(1)(A), F.A.C.

- **‘Good Cause’ Exemptions**

- I-Ready: 50% or higher (score of 535+)
- Student portfolio of 3rd grade mini assessments demonstrating proficiency
- **Decisions are made on an individual/student basis**

Florida's Revised A+ Program



- The Florida Department of Education uses FSA and Science results to evaluate each public school and each school district.
- School grades are determined through performance on the FSA English Language Arts (Reading and Writing combined), Mathematics, and State Science tests.
- **Schools are required to test 95% of eligible students in order to earn a school grade.**
- The school grade is based upon the percentage of total points earned. Each component is worth up to 100 percentage points.

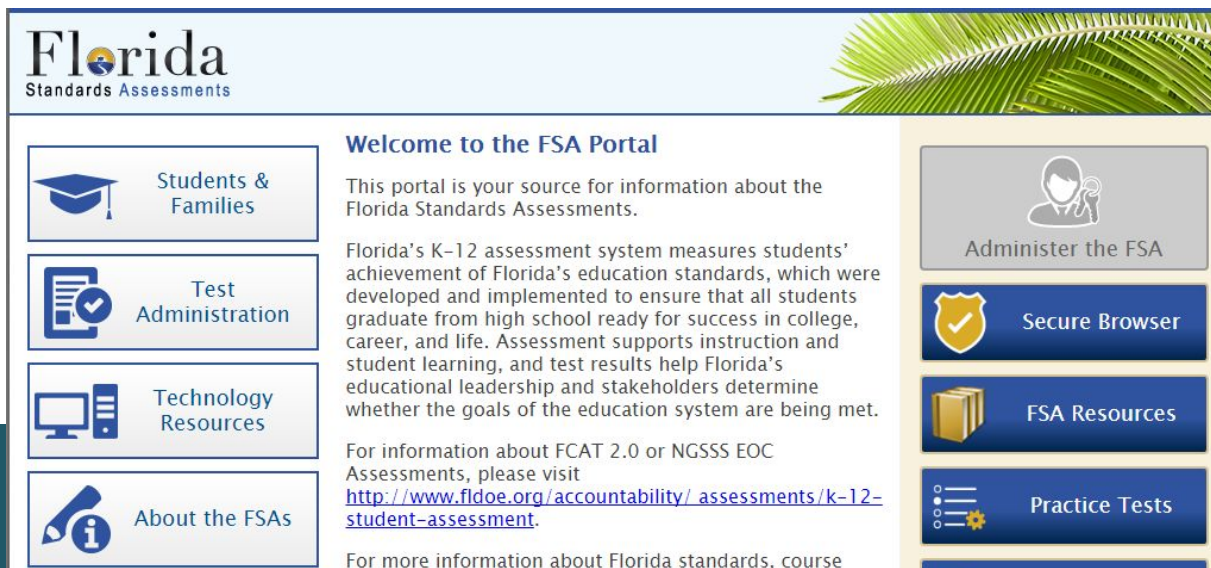
Florida's Revised A+ Program

Elementary School Grades Model

English/ Language Arts	Mathematics	Science
Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)	
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)	

FSA Portal

- FSA Portal: www.FSAssessments.org
 - The FSA Portal was developed as a communication tool by the Florida Department of Education and contains all published information regarding FSA assessments, and released Practice Tests
 - Access to the portal and information is public.



The screenshot shows the Florida Standards Assessments (FSA) Portal homepage. The header features the Florida Standards Assessments logo and a palm frond image. The main content area is divided into several sections:

- Welcome to the FSA Portal**: A central message stating, "This portal is your source for information about the Florida Standards Assessments." Below this, it explains that Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed to ensure all students graduate from high school ready for success in college, career, and life. It also mentions that 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.
- Navigation Links**: A vertical column on the left contains four buttons: "Students & Families" (with a graduation cap icon), "Test Administration" (with a document and checkmark icon), "Technology Resources" (with a computer monitor icon), and "About the FSAs" (with a pencil and information icon).
- Action Buttons**: A vertical column on the right contains four buttons: "Administer the FSA" (with a person icon), "Secure Browser" (with a shield and checkmark icon), "FSA Resources" (with a book icon), and "Practice Tests" (with a list and gear icon).
- Footer Information**: At the bottom, it provides a link for more information: "For information about FCAT 2.0 or NGSSS EOC Assessments, please visit <http://www.fldoe.org/accountability/assessments/k-12-student-assessment>." Below this, it starts with "For more information about Florida standards, course".

Helpful Resources

- FSA Portal
www.FSAssessments.org
- Florida Department of Education WebSite
<http://www.fldoe.org>
- School Accountability Reports
<http://schoolgrades.fldoe.org>
- Florida State Standards
<http://www.cpalms.org/Public>
- SCPS Assessment & Accountability Web Site
<https://www.scps.k12.fl.us/district/departments/assessment-accountability/>