First Grade
Norma Butler Bossard
Elementary School

SAT 10TH EDITION
(Stanford Achievement Test),
FSA (Florida Standards Assessment), &
EOC (End of Course) Exams

2014-2015
What is the SAT-10?

- A standardized, “norm-referenced” achievement test
- Compares a student’s score against the scores of other students taking the test
- Reports the percentile rank where each test-taker stands in the group
- “Ana scored at the 63rd percentile”...Ana scored equal to or higher than 63% of those taking the test
SAT-10 Administration

- Administered to 1\textsuperscript{st} and 2\textsuperscript{nd} grade students
- Multiple choice format
- Multi-color to motivate and capture student interest
- SAT-10 will be administered April 13\textsuperscript{th} – April 17\textsuperscript{th}
- Reading Comprehension (April 14\textsuperscript{th})
- Math Problem Solving (April 15\textsuperscript{th})
Why SAT-10?

- Provides achievement data that can be used to compare local students' performance with the performance of students in the nation.
- Reports relative areas of strengths and weaknesses.
- Provides data to study changes of performance over time.
Percentile Rank

○ Ranges:
  1-20    Well below average
  21-40   Somewhat below average
  41-60   Average (50 is the national average)
  61-80   Somewhat above average
  81-99   Well above average

This is NOT a grade!
**Stanines**

- Standard score that divides scores into nine parts:
  - 1, 2, 3 - Below Average
  - 4, 5, 6 - Average
  - 7, 8, 9 - Above Average
Percentile and Stanine Curve

<table>
<thead>
<tr>
<th>Stanine</th>
<th>4%</th>
<th>7%</th>
<th>12%</th>
<th>17%</th>
<th>20%</th>
<th>17%</th>
<th>12%</th>
<th>7%</th>
<th>4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR</td>
<td>Below 4</td>
<td>4–10</td>
<td>11–22</td>
<td>23–39</td>
<td>40–59</td>
<td>60–76</td>
<td>77–88</td>
<td>89–95</td>
<td>Above 95</td>
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<tr>
<td></td>
<td>Below Average</td>
<td>Average</td>
<td>Above Average</td>
<td></td>
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</tbody>
</table>
Four Modes of Comprehension

- initial understanding
- interpretation
- critical analysis
- awareness and usage of reading strategies
1st grade Sample Questions

1. Picture Reading
   - A
   - B
   - C

2. 
   - A
   - B
   - C

3. 
   - A
   - B
   - C
1st grade Sample Questions

Picture Reading

1. Abe has a new
   - goldfish
   - kitten
   - chicken

2. She is playing with his mother’s
   - clothes
   - yarn
   - thread

3. Mother will be
   - afraid
   - happy
   - upset
1st grade Sample Questions

**Sentence Reading**

1. Paul put on his vest.
   ![A: Nest](image1)
   ![B: Pants](image2)
   ![C: Vest](image3)

2. Vic wants to ride in a plane.
   ![A: Airplane](image4)
   ![B: Plate](image5)
   ![C: Train](image6)

3. Nina bought a new red bow.
   ![A: Bowl](image7)
   ![B: Bow](image8)
   ![C: Headband](image9)
1st grade Sample Questions

4. The boy is riding.
   The puppy is sleeping.
   The boy is walking.

5. Look at the dish.
   It is time for lunch.
   The dish is broken.

6. It is spring.
   She has a new hat.
   It is winter.
The Circus

Last week my parents took me to the circus. I saw a funny-looking clown with big feet and a red nose. The clown did tricks and rode on a tiny bike. Then he danced around with a cute little puppy that was wearing a hat. Everyone laughed and clapped when the clown took the puppy’s hat and put it on his own head. My family had a very good time at the circus.

3. Where did the family go last week?
   - to the zoo
   - to the park
   - to the circus

5. What does the clown do to make people laugh and clap?
   - He does magic tricks.
   - He wears the puppy’s hat.
   - He rides a tiny bike.

4. At the end of the story who wore the puppy’s hat?
   - the boy
   - the puppy
   - the clown
**Mister Fred’s Bike Store**

Come and see our new children’s bikes. We have bikes to fit all riders. We have bikes with shiny wheels. There are bikes of all colors. We have books that tell how to ride safely.

You can meet Lisa Lin, who wrote the book *Stay Safe on Your Bike*. She will be at our store on Saturday at 11:00 A.M. If you buy her new book, she will write her name in it for you.

Mister Fred’s Bike Store
14 River Street
Open Monday–Friday 9:00 A.M.–6:00 P.M.
and Saturday 10:00 A.M.–3:00 P.M.

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**3.** What would be the best way to find out more about the new bikes?

- Go and look at some of them
- Think about other bikes you have seen at stores
- Ask Mr. Fred why he sells bikes
- Ask your mom or dad what color bike they prefer

**4.** The picture of the bikes is meant to—

- help you know where Mr. Fred’s store is located
- make you want to buy a book from Lisa Lin
- show you how to ride a bike safely
- show you what kinds of bikes you might see at the store
Tested areas in Mathematics...

**Problem Solving...**
probability, statistics, pattern of numbers, estimation, number sense and algebra

**Procedures...**
operations of numbers (addition, subtraction, etc)
Sample Math Problems

1. **first**
   A. second
   B. seventh
   C. ninth
   D. eleventh

2. A. 6
   B. 10
   C. 13
   D. 18
Sample Math Questions

1. Find the school bus that is underlined. In which position is the school bus?

2. One of the doors has an odd number. Which number is odd?
SAT-10 Results

- **Schools receive:**
  1) student stanine and percentile rank data for each subtest
  2) summary data including median percentile ranks and quartile score analysis
SAT-10 Results

- **Parents receive:**
  - an Individual Student Report (ISR), which indicates the student’s percentile rank on each subtest
A VISUAL EXPLANATION OF THE STANFORD ACHIEVEMENT TEST, TENTH EDITION (SAT-10) INDIVIDUAL STUDENT REPORT

A- Student Identification Information
The information at the top of the report includes the student’s name, school, location number, name of school, student ID, the test level, and grade level when tested.

B- Score Ranges
Percentile scores range from a low of 1 to a high of 99 with 50 being the average. Stanine Scores range from a low of 1 to a high of 9 with 5 being average.

C- Subtest Scores
The student’s subtest scores. Percentiles and stanines, on Reading Comprehension and/or Mathematics: Problem Solving are displayed.

D- Letter to Parents
The letter reviews information on test score interpretation to share with parents. Translations are provided in Spanish and Haitian Creole.

E- Comments
Comments are listed as applicable for student’s who were Absent, Exempt from testing, or whose test was invalidated. The Statement “Not Tested” indicates that the subtest was not administered to this grade level.
What Every Parent Should Know

Students need to....

- learn how to manage stress due to test anxiety
- be well-rested and have a good breakfast before taking a test
- review and practice skills/concepts taught for easy application
Reading Strategies for Success

- Read the passages carefully
- Identify the main idea
- Identify and underline key words in questions
- Revisit the text to find the answers and underline where the answers are found
- Read all answer choices and eliminate incorrect responses
- Use context clues to determine the meaning of unknown words
- First grade students will also need to listen carefully to oral passages/questions
Math Strategies for Success

- Listen carefully to oral questions
- Identify key words
- Solve math problems using sheet of paper provided
- Check all work carefully
- Check that only one answer is bubbled for each question
The Florida Standards

• Beginning with the 2014-2015 school year, Florida’s public schools transitioned to the new, Florida Standards adopted in February of 2014.

• Previously, the transition in standards-based education was to the Common Core State Standards, which after public input and review, led to the adoption of the Florida Standards for all school districts in the state.
Why the Florida Standards?

- Emphasize success in college and careers
- Prepare students with 21st century skills
- Provide more rigorous content and application of knowledge
- Place emphasis on critical and analytical thinking
- Establish clear, consistent guidelines for instruction
The Florida Standards

- Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) provide a clear set of goals and expectations

- Define what students should know and be able to do at each grade level – kindergarten through grade 12
What do the Florida Standards Mean for Teaching & Learning?

- **LAFS**
  - Regular practice-complex text & academic language
  - Reading, writing, listening and speaking grounded in evidence from text
  - Build knowledge through content-rich text
  - Different writing genres

- **MAFS**
  - Deeper understanding of mathematical concepts
  - Builds habits of mind of productive mathematical thinkers
  - Real-world applications
  - Modeling with pictures technology, graphs, manipulatives
What do the Florida Standards Mean for Teaching & Learning?

- Learning through the use of more hands-on activities and collaborative groups

- Subject areas will overlap and intertwine
  - Teachers will increase focus in reading comprehension in all subject areas

- More in-depth reading assignments
  - Students will be reading more informational and increasingly complex text as students move through elementary and secondary grades
  - Students will be required to make evidence-based claims about what they read
What do the Florida Standards Mean for Teaching & Learning?

- Students will be expected to write more as well as write better using facts, details, and examples to inform, describe, and explain
  - Students will be asked to cite evidence when answering a question and justify their statements rather than rely on opinions or personal feelings

- Students will be expected to demonstrate that they can speak and listen effectively
  - Students will be assessed on their speaking and listening abilities through small group and whole group discussions
What do the Florida Standards Mean for Teaching & Learning?

- The way mathematics is being taught in Florida is **changing**
- With the adoption of the new Florida Standards for mathematics, students will be focusing on critical areas including the following:
  - Building foundational skills, like addition, subtraction, multiplication, division, fractions, and decimals AND
  - Understanding the concepts of mathematics more deeply. (We want to move our children beyond procedural skill and into conceptual understanding)
  - Building skills and problem-solving abilities, and applying mathematics to the real world. (By thinking and reasoning “mathematically,” our students can practice applying mathematics to the real world.)
<table>
<thead>
<tr>
<th>Grade</th>
<th>MAFS Grade Level Overview</th>
<th>Support MAFS Learning At Home</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>in kindergarten, your child will focus primarily on two important areas. The first is learning numbers and what numbers represent. The second is addition and subtraction. Students will also learn to identify and work with shapes. Activities in these areas include:</td>
<td>• Use everyday objects to allow your child to count and group a collection of objects.</td>
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<td></td>
<td>• Counting how many objects are in a group and comparing the quantities of two groups of objects</td>
<td>• Encourage your child to construct numbers in multiple ways. For example, what are some ways that you can make 10? Answers might include 5+5, 6+4, 7+3, etc. Have your child explain his or her thinking.</td>
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<td>• Comparing two numbers to identify which is greater or less than the other</td>
<td>• Have your child create story problems to represent addition and subtraction of small numbers. For example, “Ann had eight balloons. Then she gave three away, so she only had five left.”</td>
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<td>• Understanding addition as putting together and subtraction as taking away from</td>
<td>• Encourage your child to stick with it whenever a problem seems difficult.</td>
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<td>• Adding and subtracting very small numbers quickly and accurately</td>
<td>This will help your child see that everyone can learn math.</td>
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<td>• Breaking up numbers less than or equal to 10 in more than one way (for example, 9e+1, 9e+2)</td>
<td>• Praise your child when he or she makes a mistake and share in the excitement when he or she</td>
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<td>• For any number from 1 to 10, finding the missing quantity that is needed to reach 10</td>
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<td>• Representing addition and subtraction word problems using objects or by drawing pictures</td>
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<td>• Solving addition and subtraction word problems involving numbers that add up to 10 or less by subtracting from a number 10 or less</td>
<td>• Help your child see that everyone can learn math.</td>
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<tr>
<td>1</td>
<td>in grade one, students will work with whole numbers and place value—including grouping numbers into tens and ones as they learn to add and subtract up through 20. Students will also use charts, tables, and diagrams to solve problems. Activities in these areas include:</td>
<td>• Praise your child when he or she makes a mistake and share in the excitement when he or she</td>
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<td>• Quickly and accurately adding numbers together that total up to 10 or less and subtracting from numbers up through 10</td>
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<td>• Understanding the rules of addition and subtraction (for example, 5+2=2+5)</td>
<td>• Help your child see that everyone can learn math.</td>
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<td></td>
<td>• Solving word problems that involve adding or subtracting numbers up through 10</td>
<td>• Praise your child when he or she makes a mistake and share in the excitement when he or she</td>
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<td>• Understanding what the different digits mean in two-digit numbers (place value)</td>
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<td>• Comparing two-digit numbers using the symbols &gt; (greater than), &lt; (less than)</td>
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<td>• Organizing objects into categories and comparing the number of objects in different categories</td>
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<td>• Adding one- and two-digit numbers together</td>
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<td>• Measuring the lengths of objects using a shorter object as a unit of length</td>
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<td>• Putting objects in order from longest to shortest or shortest to longest</td>
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<td>• Dividing objects into categories and comparing the number of objects in different categories</td>
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<td>• Dividing circles and rectangles into halves and quarters</td>
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<tr>
<td>2</td>
<td>in grade two, students will extend their understanding of place value to the hundreds place. They will use this place value understanding to solve word problems, including those involving length and other units of measure. Students will continue to work on their addition and subtraction skills, quickly and accurately adding and subtracting numbers up through 20 and also working with numbers up through 100. They will also build a foundation for understanding fractions by working with shapes and geometry. Activities in these areas will include:</td>
<td>• Help your child see that everyone can learn math.</td>
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<tr>
<td></td>
<td>• Quickly and accurately adding numbers together that total up to 20 or less or subtracting from numbers up through 10</td>
<td>• Praise your child when he or she makes a mistake and share in the excitement when he or she</td>
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<td></td>
<td>• Solving one- or two-step word problems by adding or subtracting numbers up through 100</td>
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<td></td>
<td>• Understanding what the different digits mean in a three-digit number</td>
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<td></td>
<td>• Adding and subtracting three-digit numbers</td>
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<tr>
<td></td>
<td>• Measuring lengths of objects in standard units such as inches and centimeters</td>
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</tr>
<tr>
<td></td>
<td>• Solving addition and subtraction word problems involving length</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Solving problems involving money</td>
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<tr>
<td></td>
<td>• Breaking up a rectangle into same-size squares</td>
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<tr>
<td></td>
<td>• Dividing circles and rectangles into halves, thirds, or fourths</td>
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<tr>
<td></td>
<td>• Adding and subtracting three-digit numbers</td>
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<td>• Solving addition, subtraction, and comparison word problems using information presented in a bar graph</td>
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<td></td>
<td>• Writing equations to represent addition of equal numbers:</td>
<td>• Help your child see that everyone can learn math.</td>
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<td></td>
<td>• Determining the unknown whole number in an equation relating four or more whole numbers. For example, determining the unknown number that makes the equation true in the following:</td>
<td>• Praise your child when he or she makes a mistake and share in the excitement when he or she</td>
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<tr>
<td></td>
<td>1. 57+10=10 = _+18</td>
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<tr>
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<td>2. 7-6=12-4</td>
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<td></td>
<td>3. 15+9=6+8x</td>
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</tbody>
</table>
Math Activity for Measurement & Data

**MAFS.1.MD.1.1:**
Order three objects by length; compare the lengths of two objects indirectly by using a third object

**MAFS.1.MD.1.a:**
Understand how to use a ruler to measure length to the nearest inch

  a. Recognize that the ruler is a tool that can be used to measure the attribute of length
  b. Understand the importance of the zero point and end point and that the length measure is the span between two points
  c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.
Math Activity for Measurement & Data

Grade 1

Measuring Shoes
“Measuring Lengths Indirectly and to the Nearest Inch”

Materials: Snap cubes, 12-inch ruler, Construction Paper Pencil/Marker

1. Work with a partner to trace an outline of each other’s right shoe.
2. Label your show outline with your name.
3. Use snap cubes to measure the length of your shoe outline from heel to toe.
4. Use pictures, numbers or words to record your work.
5. Use a ruler to measure the length of your shoe outline to the nearest inch from heel to toe.
6. Label your shoe outline with the measure in inches.
7. “Whose foot measure is largest?”

* Place all participants shoe outlines in order from shortest to longest vertically; when measures are the same, place horizontally

Adapted from K-5MathTeachingResources.com
### New Assessments

#### Transition from FCAT to FSA Assessments

<table>
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<tr>
<th>Assessments in 2012-13, and 2013-14</th>
<th>Assessments in 2014-15</th>
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<tbody>
<tr>
<td>FCAT 2.0 Reading Grades 3 to 10</td>
<td>FSA English Language Arts Grades 3 to 11</td>
</tr>
<tr>
<td>FCAT 2.0 Writing Grades 4, 8, 10</td>
<td>FSA English Language Arts Writing Component Grades 4 to 11</td>
</tr>
<tr>
<td>FCAT 2.0 Mathematics Grades 3 to 8</td>
<td>FSA Mathematics Grades 3 to 8</td>
</tr>
</tbody>
</table>
Changes in Student Expectations

The Florida Standards Assessment (FSA) developed by the American Institutes for Research (AIR) demand students...

- maintain an increased sense of accountability toward their own learning
- develop a concept beyond an opinion and move to “support and evidence”
- think in a more conceptual, analytical and global manner
- utilize higher-order, critical thinking skills
- shift from mere memorization of terms to a deep understanding of meaning
- transfer skills to new experiences
- operate in a more student-centered environment with built in peer collaboration
Florida Standards Information Site

http://fsassessments.org/
Beginning this school year, all students in grades K-5 will be administered an EOC (End of Course) exam in the subjects listed below:

- Science
- Social Studies
- Art
- Music
- PE
- Spanish (only for students taking Spanish)

An EOC is like a final exam; however, the exact format of the EOC exams and the material that will be assessed is yet to be determined.
How Can You Help Your Child?

- Read different types of books and informational text with your child
- Ask your child to find answers to questions in the text of books, newspaper articles, manuals, etc.
- Encourage your child to form and defend an opinion by supporting it with facts, details and reasons from text
- Discuss math ideas with your child and have them explain these to you using pictures, graphs, etc.
- Visit the Florida Standards Assessment online portal at www.fsassessments.org to become familiar with the new assessments