Florida Standards Assessments

Norma Butler Bossard Elementary
## Transition from FCAT to FSA Assessments

<table>
<thead>
<tr>
<th>Assessments in 2012-13, and 2013-14</th>
<th>Assessments in 2014-15</th>
</tr>
</thead>
<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>
### FLORIDA STATEWIDE ASSESSMENT PROGRAM
#### 2014–2015 SCHEDULE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assessment</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1–19, 2014</td>
<td>FSA English Language Arts – Writing Component Field Test (selected schools only)</td>
<td>4–11</td>
</tr>
<tr>
<td>March 2–13, 2015</td>
<td>FSA English Language Arts – Writing Component</td>
<td>4*, 5–11</td>
</tr>
<tr>
<td>March 23–April 10, 2015</td>
<td>FSA English Language Arts*/Mathematics*</td>
<td>3–4</td>
</tr>
<tr>
<td>April 13–May 8, 2015</td>
<td>FSA English Language Arts</td>
<td>5–11</td>
</tr>
<tr>
<td>April 13–May 8, 2015</td>
<td>FSA Mathematics</td>
<td>5–8</td>
</tr>
</tbody>
</table>

#### FSA End-of-Course Assessments

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 20–May 15, 2015</td>
<td>Algebra 1, Geometry, Algebra 2</td>
</tr>
</tbody>
</table>

*Indicates a paper-based test; all other assessments are computer-based only, with paper-based accommodations available for eligible students with disabilities.
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
**What is a passing score on the FSA?**

- Students in third grade must score Level 2 or higher on FSA to be promoted.

- There are also alternate assessments and good cause exemptions that apply to third grade students.
THIRD GRADE OPPORTUNITIES FOR PROMOTION

Presently
- March/April FSA:
  - Level 2 or Higher
- Grade 3 Reading Portfolio
  - January 21, 2015 – May 1, 2015
  - Must demonstrate mastery of the seventeen English Language Arts Standards (3 examples of mastery per standard)
- Alternate Standardized Reading Assessment (ASRA)
  - Prior to the end of 2014-2015 school year
  - Must score a percentile rank of 50 or higher
THIRD GRADE OPPORTUNITIES FOR PROMOTION

- Alternate Assessments
  - Alternative Assessment for Grade 3 Promotion (AAGTP)
    - Administered at the end of summer reading camp; student must score a percentile rank of 45 or higher
  - Grade 3 Mid-Year Promotion
    - Administered in the fall of following school year (2015-2016); raw score of number correct of 24 or higher
What are the good cause exemptions from retention for third grade students who score Level 1?

- English Language Learner (ELL) students with less than two years of instruction in an English for Speakers of Other Languages program
- Students with disabilities whose individual educational plan (IEP) indicates that participation in the FSA is not appropriate
WHAT ARE THE GOOD CAUSE EXEMPTIONS FROM RETENTION FOR THIRD GRADE STUDENTS WHO SCORE LEVEL 1?

- Demonstration of an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.
- Demonstration of proficiency in the Language Arts Florida Standards through a student portfolio.
**WHAT ARE THE GOOD CAUSE EXEMPTIONS FROM RETENTION FOR THIRD GRADE STUDENTS WHO SCORE LEVEL 1?**

- Students with disabilities who participate in the FSA and still demonstrate a deficiency in reading after more than two years of intensive remediation (as reflected in IEP’s or Section 504 Plans); and were previously retained in kindergarten, first, second, or third grade.

- Grade 3 students who still demonstrate a deficiency in reading after two or more years of intensive remediation and were previously retained in kindergarten, first, second, or third grade for a total of two years.
**Webb’s Depth of Knowledge**

**Depth of Knowledge (DOK) Levels**

- **Level One (Recall)**
  - Define
  - Identify
  - List
  - Label
  - Measure
  - Name
  - Report
  - Recognize
  - Use
  - Quote

- **Level Two (Skill/Concept)**
  - Compare
  - Graph
  - Identify
  - Categorize
  - Collect and Display
  - Organize
  - Construct
  - Modify
  - Predict
  - Estimate
  - Interprete

- **Level Three (Strategic Thinking)**
  - Develop a Logical Argument
  - Use Concepts to Solve Non-Routine Problems
  - Compare
  - Distinguish
  - Make Observations
  - Summarize
  - Relate

- **Level Four (Extended Thinking)**
  - Revise
  - Evaluate
  - Appraise
  - Use Data to Explain Phenomena
  - Formulate
  - Hypothesize
  - Draw Conclusions
  - Investigate

### Grades Low Level Moderate Level High Level

<table>
<thead>
<tr>
<th>Grades</th>
<th>Low Level</th>
<th>Moderate Level</th>
<th>High Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>25–35</td>
<td>50–70</td>
<td>5–15</td>
</tr>
<tr>
<td>4</td>
<td>20–30</td>
<td>50–70</td>
<td>10–20</td>
</tr>
<tr>
<td>5–7</td>
<td>15–25</td>
<td>50–70</td>
<td>15–25</td>
</tr>
</tbody>
</table>

*Note: The table represents the approximate percentage of questions at each level for different grade ranges.*

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## English Language Arts FSA

<table>
<thead>
<tr>
<th>Grade/ Subject</th>
<th>Proposed Time</th>
<th>Number of Sessions*</th>
<th>Computer-Based in 2015?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>160 minutes</td>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>160 minutes</td>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>160 minutes</td>
<td>2</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## FSA Reading Content

### Category 1: Key Ideas and Details

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the author say?</td>
<td>What does the author say?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ask and answer questions</td>
<td>- Ask and answer questions referring explicitly to the text (details)</td>
</tr>
<tr>
<td>- Recount Stories to determine the main idea, lesson, central message, moral.</td>
<td>- Determine the main idea and key details. Identify how details support the main idea.</td>
</tr>
<tr>
<td>- Describe characters in a story (traits, motivations, feelings, contribute to events in the story)</td>
<td>- Describe relationships between ideas and concepts, events, steps in a process, text structure. (Identify key words in text that identify passage of time, how one event triggers another)</td>
</tr>
</tbody>
</table>
## Reporting Category 2: Craft & Structure

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writers craft</strong></td>
<td><strong>Vocabulary</strong></td>
</tr>
</tbody>
</table>
| - author’s purpose in a simple text  
  • author’s point of view  
  • author’s main message / mood  
  • how a passage, article, text is organized (compare and contrast / cause and effect / chronological order / description)  | - meaning of words in context  
  • analyze words in text  
  • multiple meanings  
  • synonym/antonym  
  • affixes  
  (prefixes/suffixes)  
  root words/base words  
  Literal and nonliteral language use  
  • idioms  
  • metaphors  
  • simile  
  • hyperbole  
  • personification | - locate interpret & organize information  
  - author’s point of view vs student point of view | - Clarify meanings of unknown words  
  - Academic and domain specific words and phrases  
  ( academic refers to task- such as words related to story )  
  - Domain refers to math, science , social studies ; photosynthesis  
  - Determine meaning of new word formed when a known affix is added to a known word |
# Reporting Category 3: Integration of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does the author really mean?</strong></td>
<td><strong>What does the author really mean?</strong></td>
</tr>
<tr>
<td>- Explain how illustrations impact -mood -character -setting</td>
<td>- Use illustrations to understand the text</td>
</tr>
<tr>
<td>- Illustrations relationship to the text</td>
<td>- Identify main idea and supporting details through audio / multimedia</td>
</tr>
<tr>
<td>- Similarities in pictures</td>
<td>- Make logical connections/ transitions between parts of a text (sentence, paragraph level)</td>
</tr>
<tr>
<td></td>
<td>- Authors evidence to support key points</td>
</tr>
<tr>
<td></td>
<td>- Compare and contrast important points</td>
</tr>
<tr>
<td></td>
<td>• within/across text</td>
</tr>
</tbody>
</table>
# Category 4: Language and Editing

<table>
<thead>
<tr>
<th>Literature and Informational</th>
</tr>
</thead>
</table>

**Grammar and its usage:**
- Nouns, pronouns, verbs, adjectives, adverbs, regular and irregular verbs
- Coordinating conjunctions, simple and compound sentences

**Capitalization**
- Title

**Punctuation**
- Commas in addresses
- Commas and Quotation marks in dialogue
- Spelling
Online Learning

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
Example for ELA FSA

Place the tools used for online learning in the box.

camera  computer

radio    mail
Example Question for ELA FSA

With which two sentences would the author agree?

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

Part A
How has learning from distant places changed over time?

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

Part B
Select one sentence that supports the answer in part A.

A. “The students can live in one country, and the teacher can be located in a different country.”
B. “All the children could hear their teacher at the same time, but they were hundreds of miles apart.”
C. “They got their lessons in the mail, did their homework, and mailed it back to the teacher.”
D. “Everyone can see and hear everything that’s being said as it happens.”
E. “Sometimes, they don’t have to have a class where everyone is together all at once.”
What is the main idea of paragraph 4?
Type your answer in the space provided.

People in distant places can become an online class.
# Mathematics Testing

## Grades 3-5 Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Items</th>
<th>Number of Sessions</th>
<th>Test Materials</th>
<th>Proposed Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>60 – 64</td>
<td>2</td>
<td>PBT</td>
<td>160 minutes</td>
</tr>
<tr>
<td>4</td>
<td>60 – 64</td>
<td>2</td>
<td>PBT</td>
<td>160 minutes</td>
</tr>
<tr>
<td>5</td>
<td>60 – 64</td>
<td>2</td>
<td>CBT with work folder</td>
<td>160 minutes</td>
</tr>
</tbody>
</table>
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**.)
### MAFS At-A-Glance Overview For Parents

<table>
<thead>
<tr>
<th>Grade</th>
<th>MAFS Grade Level Overview</th>
<th>Support MAFS Learning At Home</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td><strong>In kindergarten,</strong> 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></td>
</tr>
<tr>
<td></td>
<td><strong>- Counting how many objects are in a group and comparing the quantities of two groups of objects</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Comparing two numbers to identify which is greater or less than the other</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Understanding addition as putting together and subtraction as taking away from</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Adding and subtracting very small numbers quickly and accurately</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Breaking up numbers less than or equal to 10 in more than one way (for example, 9 = 6 + 3, 9 = 5 + 4)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- For any number from 1 to 9, finding the missing quantity that is needed to reach 10</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Representing addition and subtraction word problems using objects or by drawing pictures</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Solving addition and subtraction word problems involving numbers that add up to 10 or less or by subtracting from a number 10 or less</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Use everyday objects to allow your child to count and group a collection of objects.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- 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, 8 + 2, etc. Have your child explain his or her thinking.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- 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.”</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Praise your child when he or she makes an effort and share in the excitement when he or she</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Look for everyday opportunities to have your child do mathematics. For example, if you open a carton of eggs and take out seven, ask, “How many are left in the carton?”</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Play math games with your child. For example, “I’m thinking of a number. When I add five to it, I get 17. What is the number?”</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Encourage your child to read and write numbers in different ways. For example, what are some ways that you can make the number 15? 13 can be 10 + 5, 7 + 8, 10 + 3, or 5 + 10.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Have your child create story problems to represent addition, subtraction, and comparisons. For example, “I have seven pennies. My brother has five pennies. How many pennies does he have the same number as? I have two more pennies.”</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Praise your child when he or she makes an effort and share in the excitement when he or she</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Play math games with your child. For example, “I’m thinking of a number. It has 5 tens, 3 hundreds, and 4 ones. What is the number? 354.” Or, using a deck of cards, deal two cards and ask your child the sum of the two numbers. You can also identify a target number and ask him or her to add or subtract to obtain that target number.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Have your child practice finding equivalent numbers using coins. For example, “7 + 5 = 3 + 3 + 3 + 3 + 3.”</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Encourage your child to think of ways to solve a problem seems difficult. This will help your child see that everyone can learn math.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>- Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grade 1**

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 to 20. Students will also use charts, tables, and diagrams to solve problems. Activities in these areas will include:

- Quickly and accurately adding numbers together that total up to 10 or less and subtracting from numbers up to 10
- Understanding the rules of addition and subtraction (for example, 5 + 2 = 7)
- Solving word problems that involve adding or subtracting numbers up to 20
- Understanding what the different digit mean in two-digit numbers (place value)
- Comparing two-digit numbers using the symbols > (more than), = (equal to), and < (less than)
- Understanding the meaning of the equal sign (=) and determining if statements involving addition and subtraction are true or false (for example, which of the following statements are true? 3 + 3 = 6, 4 + 1 = 5)
- Adding one- and two-digit numbers together
- Measuring the lengths of objects using a shorter object as a unit of length
- Picking objects in order from longest to shortest or shortest to longest
- Organizing objects into categories and comparing the number of objects in different categories
- Dividing circles and rectangles into halves and quarters

**Grade 2**

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 to 20 and also working with numbers up to 100. They will also build a foundation for understanding fractions by working with shapes and geometry. Activities in these areas will include:

- Quickly and accurately adding numbers together that total up to 20 or less or subtracting from numbers up to 20
- Solving one- or two-step word problems by adding or subtracting numbers up to 100
- Understanding what the different digit mean in a three-digit number
- Adding and subtracting three-digit numbers
- Measuring lengths of objects in standard units such as inches and centimeters
- Understanding addition and subtraction word problems involving length
- Solving problems involving money
- Breaking up a rectangle into same-size squares
- Dividing circles and rectangles into halves, thirds, or fourths
- Solving addition, subtraction, and comparison word problems using information presented in bar graphs
- Writing equations to represent addition of equal numbers
- 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:
  1. \(37 + 10 - 10 = ?\)
  2. \(? - 4 = 12 - 3\)
  3. \(? - 5 = 4 + 0\)
Example Question Math FSA

Use the Connect Line tool to create a rectangle with an area of 24 square units.
Three classes at Lakeview School are going on a field trip. The table shows the number of people in each class, including the teacher.

They can choose to use buses, vans, and cars.

<table>
<thead>
<tr>
<th></th>
<th>Total number of people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Ruiz’s Class</td>
<td>23</td>
</tr>
<tr>
<td>Mr. Yang’s Class</td>
<td>25</td>
</tr>
<tr>
<td>Mrs. Evans’ Class</td>
<td>24</td>
</tr>
</tbody>
</table>

Buses have 20 seats  
Vans have 16 seats  
Cars have 5 seats

Which three combinations can be used to take all three classes on the field trip?

- 1 bus and 4 vans
- 3 vans and 11 cars
- 1 bus and 1 van and 6 cars

- 1 bus and 8 cars
- 2 buses and 3 vans and 4 cars
**Example Question Math FSA**

A bakery uses 48 pounds of flour each day. It orders flour every 28 days.

Create an equation that shows how many pounds of flour the bakery needs to order every 28 days.

$48 \times 28 = 1344$
Example Question Math FSA

Select all the expressions that have the same value as $30 \div 10$.

- $1 \times 3$
- $10 \div 30$
- $30 \times 10$
- $30 \div 10 \div 1$
- $30 \div (2 \div 5)$
- $(30 \div 2) \div 5$
ELA Writing Assessment

- The FSA ELA has a Text-Based Writing Component that is administered separately from the rest of the FSA ELA
  - March 2-13, 2015

- Reported as part of the ELA score.

- It is administered earlier to allow time for hand scoring.

- 10 point Rubric Opinion or informative
## Writing Testing

<table>
<thead>
<tr>
<th>Grade / Subject</th>
<th>Proposed Time</th>
<th>Number of Sessions</th>
<th>Computer Based in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>120</td>
<td>1</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>120</td>
<td>1</td>
<td>No</td>
</tr>
</tbody>
</table>
Florida Standards information site

- http://fsassessments.org/
END OF COURSE EXAMS- EOC

- Like a final exam

- Assessed in the following courses-
  - Social Studies
  - Spanish
  - Science
  - Art
  - Music
  - Physical Education classes.

- Students should have composition notebooks for all subjects to allow for note taking and building good study habits.
The purpose of these training tests is to become familiar with the system, functionality, and item types; the tests are not intended to guide classroom instruction. Descriptions and response instructions for each item type are included in the Training Test User Guide that may be accessed in the “Resources” pages of this portal. Users should refer to the tutorials or the guide to familiarize themselves with the different features and response instructions for each item type.
10. Students in Mrs. Levine's class have a milk box with each snack. The class has two snacks a day. What can you tell about students in the class?

They are hungry and thirsty. They have a milk box a day.

Where was the American Declaration of Independence signed?

At the bottom.