Florida Standards Assessments (FSA) Spring 2017
Agenda

• What are the Florida Standards Assessments?
  – Subjects and Grades Assessed
  – Test Timing
  – Test Schedule
  – 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?

• **FSA English Language Arts (ELA)**
  – Grade 3 Reading and Listening (paper-based)
    • This test will be on computer starting the 2017-18 school year.
  – Grades 4-5 Reading, Listening and Writing (computer-based)
    • You have to take both the Writing and Reading/Listening tests to receive an FSA ELA score.

• **FSA Mathematics**
  – Grades 3-5 (computer-based)
    • **NEW:** Grades 3 and 4 Mathematics will be on computer this year.

• **Statewide Science**
  – Grade 5 (paper-based)
Are the tests timed?  **YES!**

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grade Level</th>
<th>Test Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA Writing (PBT)</td>
<td>Grades 4 and 5</td>
<td>February 28&lt;br&gt;Makes: March 1-3&lt;br&gt;Makes: April 3-7&lt;br&gt;Makes: May 1-5</td>
</tr>
<tr>
<td>FSA ELA (PBT)</td>
<td>Grade 3</td>
<td>March 28 and 29&lt;br&gt;Makes: March 30-April 7</td>
</tr>
<tr>
<td>FSA ELA (CBT)</td>
<td>Grades 4 and 5</td>
<td>April 10 – May 12</td>
</tr>
<tr>
<td>FSA Math (CBT)</td>
<td>Grades 3-5</td>
<td>April 10 – May 12</td>
</tr>
<tr>
<td>State Science (PBT)</td>
<td>Grade 5</td>
<td>May 1 and 2&lt;br&gt;Makes: May 3-5</td>
</tr>
</tbody>
</table>

Students will be scheduled into sessions until all students are tested.

*PBT = Paper-Based Test<br>CBT = Computer-based Test*
Paper-based Tests (PBT)

• Grade 3 ELA
  – Students will receive a 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

• 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
Computer-based Tests (CBT)

• Grades 4-5 ELA and Grades 3-5 Math
• Students will be required to participate in a computer-based practice test prior to the actual test.
  – Practice using testing platform and tools, answering questions, changing answers, submitting test, etc.
  – Practice tests are available on the FSA portal for public access. Go to fsassessments.org > Practice Tests
• Students will receive a Worksheet for ELA and a Work Folder for Math
### ELA-READING CONTENT CATEGORIES

**Grades 3-5**

Approximate percentage of raw score points for each category.

<table>
<thead>
<tr>
<th>Reading Text Types</th>
<th>Literary (50%)</th>
<th>Informational (50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas and Details</td>
<td>15-25%</td>
<td></td>
</tr>
<tr>
<td>Craft and Structure</td>
<td>25-35%</td>
<td></td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas</td>
<td>20-30%</td>
<td></td>
</tr>
<tr>
<td>Language and Editing</td>
<td>15-25%</td>
<td></td>
</tr>
<tr>
<td>Text-Based Writing (Grades 4-5)</td>
<td>Determined each year</td>
<td></td>
</tr>
<tr>
<td><strong>Total Number of Items</strong></td>
<td><strong>56-60</strong></td>
<td></td>
</tr>
</tbody>
</table>

### ELA

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

**Grades 3-5**

<table>
<thead>
<tr>
<th>DOK Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>10-20%</td>
</tr>
<tr>
<td>Level 2</td>
<td>60-80%</td>
</tr>
<tr>
<td>Level 3</td>
<td>10-20%</td>
</tr>
</tbody>
</table>

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

- **Technology Enhanced Items (TEIs)**

<table>
<thead>
<tr>
<th>Percent of Computer-based Test that is composed of Technology Enhanced Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 4-5 ELA</td>
</tr>
</tbody>
</table>

*Grade 3 ELA tests, once computer-based, will also be composed of 25-50% TEIs. Anticipated date for transition to computer-based is Spring 2018.*
Test Item Types - ELA

- ELA Item Types
  (Grade 3 ELA is PBT and Grades 4-5 ELA is CBT)
  - Multiple Choice: select one answer
  - Multi-Select: more than one answer should be chosen
  - Two Part: two questions pertaining to the same topic
  - Open Response: 1-3 sentences (just enough to answer the question and support it from the text)
  - Hot Text: highlights the sentence (only computer-based)
  - Graphics: interacting with the text (only computer-based)
  - Editing Task: make edits within the text (only computer-based)
  - Listening Task: Student listens to audio file and answers questions based on what they have heard (only computer-based)
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
Test Item Types - ELA

- Multi-Select

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

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

• Multi-Select (computer-based)

Select two sentences that show how online classrooms and regular classrooms are alike.

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.
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?

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

- A. “What a tangle of ants! But it’s just what the ants need to save their colony from drowning.” (paragraph 3)
- B. “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)
- C. “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)
- D. “An average-sized nest is made up of 100,000 fire ants.” (paragraph 5)
Test Item Types - ELA

- Open Response Item

What is one way fire ants use their claws and jaws during a flood? Use information from Passage 1 to support your answer.

Write your answer in the space provided below.
Test Item Types - ELA

• Editing Task (paper-based)

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.

13. 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 __________ [ A word’s B words’ C wordes D words].

14. After school, Sam and his mom began to practice spelling.
   Sam __________ [ A frown B frowned C frowns D 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.

15. 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 __________ [ A she B he C I D we] started to laugh.
There are five highlights in the passage to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Koalas are animals that live in Australia. They **looked** look a little bit like small bears, **but** 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 **known** known to sleep up to 20 **hours** hours a day.

Many people around the world visit zoos to see koalas. They can live 13 to 18 years in the wild, but the **oldest** oldest zoo koala on record lived to be 23 years old.
Test Item Types - ELA

- Hot Text (computer-based)

Create a summary of Passage 2 by putting the following events in the correct order.

1. Fox wonders how he’ll get home.
2. Fox tricks Eagle into giving him her eggs.
3. Fox makes up a song to trick the animals.
4. The animals build a bridge for Fox to walk over.
5. Eagle takes Fox to an island.
Each story has a conflict that is resolved differently. Choose the way the conflict is resolved and place it in the appropriate box for each story.

- Greed is punished.
- Patience is admired.
- Selfishness is accepted.
- Talent is appreciated.
- Trickery is rewarded.
Test Item Types - ELA

- Listening Task (computer-based)

Audio Script:

- [Orientation Statement:] Listen to classmates Samantha and Orlando prepare for a project.
- SAMANTHA: I did some research online, and I found rules for how to market to kids. I think they are a good starting point for our project, even though we can’t do all of them.
- ORLANDO: Okay, what did you find?
- SAMANTHA: etc......
Test Design - Mathematics

MATH CONTENT CATEGORIES
Grades 3-5 (CBT)
Approximate percentage of raw score points for each category.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reporting Category</th>
<th>Percent of Test</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Operations, Algebraic Thinking, and Numbers in Base Ten</td>
<td>48</td>
<td>60-64</td>
</tr>
<tr>
<td></td>
<td>Numbers and Operations - Fractions</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measurement, Data, and Geometry</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Operations and Algebraic Thinking</td>
<td>21</td>
<td>60-64</td>
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MATH PERCENTAGE OF POINTS BY DEPTH OF KNOWLEDGE (DOK)* LEVEL Grades 3-5

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Level 1: Recall and Reproduction, Level 2: Skills and Concepts, and Level 3: Strategic Thinking
Test Item Types - Math

• Math Item Types
  *(Grades 3-5 Math is CBT)*
  - **Multiple Choice**: select one answer
  - **Multi-Select**: more than one answer should be chosen
  - **Two Part**: two questions pertaining to the same topic
  - **Open/Equation Response**: type or click on numbers and symbols create an answer
  - **Hot Spot**: creating items on graphs
  - **Graphics**: interacting with the text
  - **Drag and Drop**: drag numbers, symbols, etc., and place in appropriate area to create an answer
  - **Gridded Response**: respond by entering answer into grid *(paper-based Math)*
Test Item Types - Math

- Multiple Choice

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

- A 3
- B 9
- C 18
- D 63
Test Item Types - Math

- Multi Select

Consider the family of quadrilaterals that includes parallelograms, rectangles, squares, and rhombuses.

Select all the statements about these quadrilaterals that are true.

- Squares are always rectangles.
- Rectangles are always squares.
- Rhombuses are always squares.
- Squares are always rhombuses.
- Rhombuses are always parallelograms.
- Rhombuses are sometimes rectangles.
A chef is roasting two turkeys. A turkey must roast for \( \frac{1}{3} \) of an hour for each pound. One turkey weighs 8 pounds, and the other turkey weighs 14 pounds.

A. Drag each turkey to the number line to correctly show how long each will take to roast.

B. Drag the difference in the roasting times to the box.

The difference in roasting time is 2 hours.
The manager of a youth soccer team bought 50 packages of socks for $10 each. He estimated the total cost to be $5,000.

Create an equation that shows how many times more the manager’s estimate, $e$, was than the actual cost, $a$. 

$e = \frac{50 \times 10}{a}$
A shipping box in the shape of a rectangular prism has a height of 6 feet (ft) and a volume of 96 ft$^3$.

Use the Connect Line tool to draw a possible base for the box.
Charlie is creating a terrarium.

He put rocks in the bottom, and now he needs to put in soil.

At least $\frac{1}{3}$ of the terrarium should be filled with soil, but Charlie only has 250 cubic inches of soil.

Click on the terrarium to fill it with the correct amount of soil.
Test Item Types - Math

- Drag and Drop

Click on the number line that should be used to correctly plot the fraction $\frac{3}{4}$.

Then, drag the fraction to show its correct location on the selected number line.
Test Item Types - Math

• Gridded Response (paper-based-Math/Science)

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 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. A stimulus consists of several texts written on a single topic. The stimulus should consist of informational or literary fiction or nonfiction texts and can cover a wide array of topics. After reading the stimulus, the students will respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument.

**Stimulus Attributes**
The stimuli for the **informative/explanatory** prompts should maintain a clear topical connection but may address diverse concepts and ideas. Stimuli for the **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 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
• 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reporting Category</th>
<th>Percent of Test</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Nature of Science</td>
<td>17</td>
<td>60-66</td>
</tr>
<tr>
<td>5</td>
<td>Earth and Space Science</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Physical Science</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Life Science</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

### ELA SCIENCE PERCENTAGE OF POINTS BY DEPTH OF KNOWLEDGE (DOK)* LEVEL

**Grades 5**

<table>
<thead>
<tr>
<th>Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOK Level 1</td>
<td>10-20%</td>
</tr>
<tr>
<td>DOK Level 2</td>
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</tr>
<tr>
<td>DOK Level 3</td>
<td>10-20%</td>
</tr>
</tbody>
</table>

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*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

Which organism is classified as an invertebrate?

A. crab
B. fish
C. manatee
D. turtle
FSA Scores

• Students will receive scores in June based upon the scale scores and cut points adopted into law in January 2016

• Students will receive a Scale Score (SS), Achievement Level, Percentile Rank, and Raw Scores
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.
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.**
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
  – Iowa Assessment: 50% or higher
  – I-Ready: 50% or higher
  – I-Station: 50% or higher
  – Student portfolio of 3rd grade work 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.
## Elementary School Grades Model

<table>
<thead>
<tr>
<th>English/Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
<td>Achievement (0% to 100%)</td>
</tr>
<tr>
<td>Learning Gains (0% to 100%)</td>
<td>Learning Gains (0% to 100%)</td>
<td></td>
</tr>
<tr>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td>Learning Gains of the Low 25% (0% to 100%)</td>
<td></td>
</tr>
</tbody>
</table>
Strategies for School Improvement

- Before and during school tutorial sessions for students.
- Computer lab during Extended Day, during CAMPS & in the classrooms for additional iStation lessons.
- Data tracking and progress monitoring of ALL students.
- Additional small group instruction and daily interventions for our lowest quartile students for learning gains and proficiency.
- Upcoming FSA Boost Camps (February 25, March 11 & April 8)
Helpful Resources

- Florida Department of Education Web Site
  http://www.fldoe.org
- FSA Portal
  www.FSAssessments.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/
FSA Portal

- FSA Portal: [www.FSAAssessments.org](http://www.FSAAssessments.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.
Questions and Answers
District Assessment Staff

Assessment & Accountability Staff

• Kelly Thompson: 407-320-0268 (KellyThompson@scps.k12.fl.us)
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• Colleen Risner: 407-320-0021 (Colleen_Risner@scps.k12.fl.us)
• Sara Borosky: 407-320-0269 (Sara_Borosky@scps.k12.fl.us)