

EDUCATION
EDUCATION
Education



The Florida Standards: What Every Parent Should Know

Dywayne B. Hinds, Ed.D.
Executive Director,
Middle School Education



Intended Outcomes

- Why the Florida Standards?
- What are the benefits of the Florida Standards?
- Who is impacted?
- What is the design of both the FSA ELA & Math Assessments?
- When will students in Florida / Pinellas County take the FSA?
- Where can you find additional information?





Why Florida Standards Matter

- Our goal is to ensure Florida's students graduate high school ready for success in college, career and life. In order to prepare our students for success and make them competitive in the global workplace, we must provide them with a set of clear, consistent and strong academic standards.
- The **Florida Standards will** equip our students with the knowledge and skills they need to be ready for careers and college-level coursework. Having the best and highest academic standards for our students today will prepare them for the jobs of tomorrow.



Benefits of Florida Standards

Preparation:

The Florida Standards will prepare students for both college and the workplace and emphasizes higher-order skills instead of knowledge and recall.



Benefits of Florida Standards

Competition:

The Florida Standards have been influenced by internationally-benchmarked standards, *ensuring that our students are prepared to be competitive in the global job market.*



Benefits of Florida Standards

Clarity:

The standards are focused, coherent, and clear. *Everyone knows what is expected of our students.*



Benefits of Florida Standards

Collaboration:

Florida Standards *will be a foundation for teachers across districts to work together from the same blueprints.* This will facilitate the sharing of best practices.



Who is impacted?

- **Students in Grades 3-10**
 - Grades 3–10 (and Retake) ELA (Reading component in grades 3–10; Writing component in grades 4–10)
 - Grades 3–8 Mathematics
 - Algebra 1* (and Retake)
 - Geometry*
 - Algebra 2*



Can you opt out of taking the FSA test?

- In accordance with Section 1008.22(3)(b)2., Florida Statutes, “Students enrolled in a course, as specified in the course code directory, with an associated statewide, standardized EOC [End-of-Course] assessment must take the EOC assessment for such course.
- *State law makes taking part in testing mandatory,* so there is no legal way to **opt out**.

Section 1008.22(3)(b)2., Florida Statutes



Achievement Levels and FSA Scale Scores

- Student performance on Florida’s statewide assessments is categorized into five achievement levels. The table below provides information regarding student performance at each achievement level; this information is provided on student reports so that students, parents, and educators may interpret student results in a meaningful way

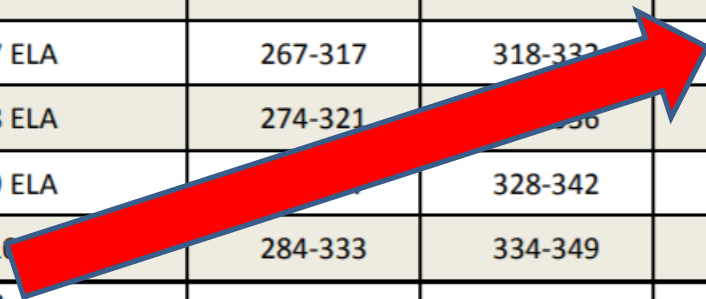
Level 1	Level 2	Level 3	Level 4	Level 5
Inadequate: Highly likely to need substantial support for the next grade	Below Satisfactory: Likely to need substantial support for the next grade	Satisfactory: May need additional support for the next grade	Proficient: Likely to excel in the next grade	Mastery: Highly likely to excel in the next grade





FSA Scale Scores for Each Achievement Level

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	281-328	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





Question Formats

- Students respond to items in multiple ways. *The various question types are designed to assess higher-order thinking skills and offer diverse ways for students to show what they know and can do.*
- Detailed descriptions of the question formats and item types are available in the item specifications posted to the FSA Portal.

Florida Standards Assessment Format

- **Paper-based accommodated exams** will consist of multiple-choice, multiselect, and gridded-response questions.
- **Paper-Based Tests**
 - Grades 4–7 ELA Writing
 - Grades 3 ELA Reading
 - Grades 5 & 8 Science
- **Computer-based exams** will consist of multiple-choice, multiselect, and technology-enhanced questions (using online tools and manipulatives).
- **Computer-Based Tests**
 - Grades 8–10 ELA Writing (and Gr 10 Retake)
 - Grades 4–10 ELA Reading (and Gr 10 Retake)
 - Grades 3–8 Mathematics
 - Algebra 1 (and Retake), Geometry, and Algebra 2 EOC assessments

Computer-Based Tools



Back and Next

The **Back** and **Next** tools can be used to move to the previous question or the next question.

Save and Pause

- The **Save** button allows you to manually save your work. However, this feature is optional. **Your answers will automatically be saved when you move to the next item regardless of whether you select the Save button.**
- The **Pause** button allows you to pause and exit the test. If you pause your test, you will have to log back in to the testing system to resume testing.



Computer-Based Tools

End Test



End Test

- The **End Test** button will only be available during the **last session** of your test (Session 2 for Grade 5; Session 3 for Grades 6–8). During earlier sessions, it will be greyed out and you will not be able to select it.
- You will only select the **End Test** button when you are completely finished with your test and ready to submit at the end of your last session.

End Test

Click End Test when you have finished to submit your test. **You will not be able to return to this session once you click End Test.**

Computer-Based Tools



Line Reader

Line Reader

The **Line Reader** tool allows you to highlight a specific line in the question.

A scientist is researching changes to a river's ecosystem. He believes something is destroying the food source of the fish in the river over time.

Use the Add Point tool to plot **eight** points to complete a

Zoom Out and Zoom In

- Use the **Zoom Out** and **Zoom In** buttons to decrease and increase the size of text within the test page.
- Four levels of magnification are available.



Zoom Out

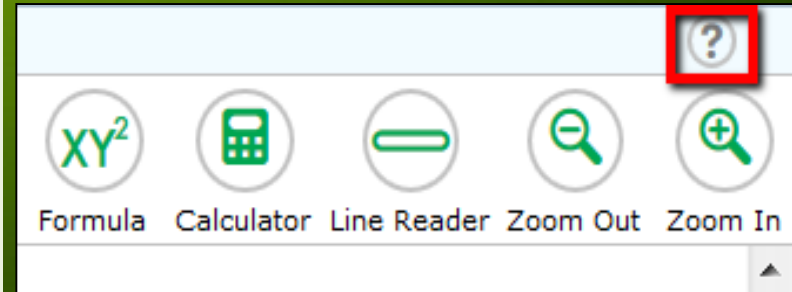


Zoom In

Computer-Based Tools

Help Tool

- The **Help** tool opens a pop-up window with the Help Guide, which includes an Overview of the Test Site, Test Rules, and Accessing Context Menu Tools.
- These instructions, which you will also see before logging into the test, remind you how to navigate from one item to the next and how to use the tools and features in the testing platform.



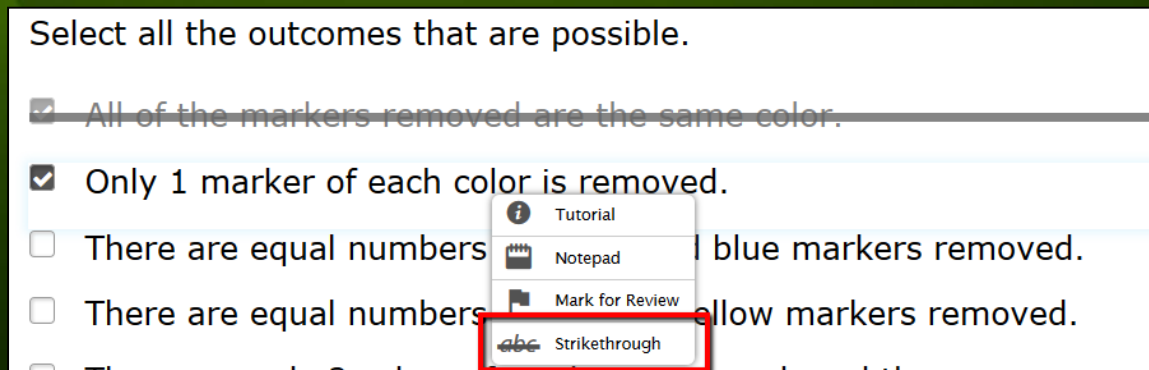
Computer-Based Tools

Strikethrough

- You can use the strikethrough tool on multiple-choice and multiselect items to cross out options you think are incorrect.
- Right-click or tap the option and choose “Strikethrough.”
- Then choose the correct response to the item.

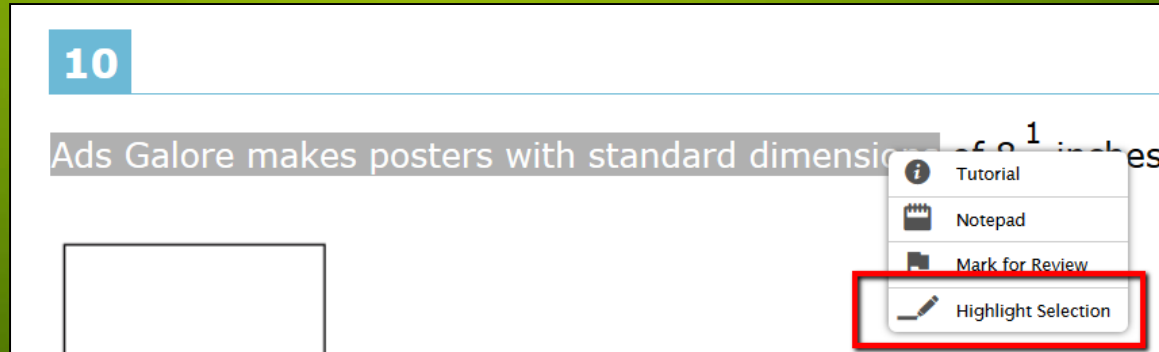
Select all the outcomes that are possible.

- ~~All of the markers removed are the same color.~~
- Only 1 marker of each color is removed.
- There are equal numbers of blue markers removed.
- There are equal numbers of yellow markers removed.
- There are equal numbers of red markers removed.



The screenshot shows a multiple-choice question with five options. The first option, "All of the markers removed are the same color.", is crossed out with a grey line. A context menu is open over the "Strikethrough" option, which is highlighted with a red box. The context menu includes options for "Tutorial", "Notepad", "Mark for Review", and "Strikethrough".

Computer-Based Tools



Highlighter

- You can highlight sections of the items.
- First, click or tap at the beginning of the section you would like to highlight. Then, drag to the end of the section you want to highlight.
- Right-click or tap the selected section and choose “Highlight Selection.”

EDUCATION



Florida Standards Assessment Test Design

**English Language
Arts/Literacy
Text-based Writing**



Shifts in English Language Arts

- 1) PK – 5: Balancing Informational Text and Literature
- 2) 6-12: Building Knowledge in the Disciplines
- 3) *Staircase of Complexity*
- 4) *Text-based Answers*
- 5) *Writing from Multiple Sources*
- 6) *Academic Vocabulary*



FSA ELA Reporting Categories

Grades 6-10

Key Ideas and Details

- Students read closely to understand information. They cite textual evidence to support inferences/conclusions.
- They analyze development and interaction of central ideas, themes, individuals, events, or ideas. They
- summarize key concepts.

Craft and Structure

- Students interpret connotative and figurative meanings of words/phrases. They analyze how word choice affects
- meaning/ tone and how text structures impact the text. They determine the effects of point of view or purpose.



Grades 6-10

Integration of Knowledge and Ideas

- Students integrate and evaluate content presented in diverse media formats. They evaluate arguments for
- claims, validity, relevance, and sufficient evidence. They analyze treatment of similar themes or topics.

Language and Editing

- Students demonstrate command of the conventions of standard English grammar, usage, capitalization,
- punctuation, and spelling.

Text-Based Writing

- Students draw relevant evidence from various texts to support a claim or controlling idea. They produce clear
- and coherent writing with development, organization, and style appropriate to task, purpose, and audience.

**Grade 8 English Language Arts Standards Coverage
Writing Component**

In Grades 4-10, the FSA ELA total raw score; 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. As indicated by numerous publications in the field of educational measurement, this type of scoring—pattern scoring—produces a more accurate scale score for individual students than the number-correct scoring method does. Pattern scoring is used widely across this country and around the world because of its accuracy in measuring students' knowledge and skills. Because each test item, including the writing prompt, has a different effect in scoring depending on its level of challenge, no definitive percentage of a student's scale score is derived from the FSA ELA Writing component.

Reporting Category
Text-Based Writing

**Grade 7 English Language Arts Standards Coverage
Writing Component**

In Grades 4-10, the FSA ELA Writing component contributes 10 raw score points to the overall FSA ELA total raw score; however, the raw score is not used in determining the 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. As indicated by numerous publications in the field of educational measurement, this type of scoring—pattern scoring—produces a more accurate scale score for individual students than the number-correct scoring method does. Pattern scoring is used widely across this country and around the world because of its accuracy in measuring students' knowledge and skills. Because each test item, including the writing prompt, has a different effect in scoring depending on its level of challenge, no definitive percentage of a student's scale score is derived from the FSA ELA Writing component.

Reporting Category	Text Types and Purposes
Text-Based Writing	Argumentative/Explanatory

**Grade 6 English Language Arts Standards Coverage
Writing Component**

In Grades 4-10, the FSA ELA total raw score; 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. As indicated by numerous publications in the field of educational measurement, this type of scoring—pattern scoring—produces a more accurate scale score for individual students than the number-correct scoring method does. Pattern scoring is used widely across this country and around the world because of its accuracy in measuring students' knowledge and skills. Because each test item, including the writing prompt, has a different effect in scoring depending on its level of challenge, no definitive percentage of a student's scale score is derived from the FSA ELA Writing component.

Reporting Category	Text Types and Purposes	Standards Assessed
Text-Based Writing	Argumentation or Informative/Explanatory	LAFS.6.W.1.1
		LAFS.6.W.1.2
		LAFS.6.W.2.4
		LAFS.6.W.2.5
		LAFS.6.W.3.8
		LAFS.6.W.3.9
		LAFS.6.L.1.1
		LAFS.6.L.1.2
		LAFS.6.L.2.3
		LAFS.6.L.3.4
		LAFS.6.L.3.5
LAFS.6.L.3.6		

FSA Writing Components

Text-Based Writing
Argumentation or Informative/Explanatory

FSA ELA – Writing Component ONLY

Grade	Number of Items	Number of Sessions	Number of Days	Administration Mode/Test Materials*	TOTAL Testing Time**
6	1 prompt	1	1	PBT	120 minutes
7	1 prompt	1	1	PBT	120 minutes
8	1 prompt	1	1	CBT	120 minutes

***All students (PBT and CBT) receive a planning sheet.**

FSA ELA Writing Component

For responding to text-based prompts:

- **Spell check – NO**
- **Bold**
- **Italics**
- **Underline**
- **Remove formatting**
- **Insert/remove numbered list**
- **Insert/remove bulleted list**
- **Decrease indent**
- **Cut, copy, paste, undo, redo**
- **Insert special character**



Grade 8 English Language Arts Standards Coverage
Reading, Language, and Listening Component



Reporting Category

Test Design Summary and Blueprint: English Language Arts

Key Ideas and Details

Grade 7 English Language Arts Standards Coverage
Reading, Language, and Listening Component

Craft and Structure

Reporting Category	Genre
Key Ideas and Details	Literature
	Informational
Craft and Structure	Literature
	Informational
Integration of Knowledge and Ideas	Literature
	Informational
Language and Editing*	Literature or Informational

***Language and Editing**
Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

Test Design Summary and Blueprint: English Language Arts

Grade 6 English Language Arts Standards Coverage
Reading, Language, and Listening Component

Reporting Category	Genre	Standards Assessed	Percentage of Assessment
Key Ideas and Details	Informational	LAFS.6.RI.1.1	15-25%
		LAFS.6.RI.1.2	
LAFS.6.RI.1.3			
Craft and Structure	Literature	LAFS.6.RI.1.1	25-35%
		LAFS.6.RI.1.2	
		LAFS.6.RI.1.3	
		LAFS.6.RI.2.4	
		LAFS.6.L.3.4	
	Informational	LAFS.6.L.3.5	
		LAFS.6.RI.2.5	
		LAFS.6.RI.2.6	
		LAFS.6.RI.2.4	
		LAFS.6.L.3.4	
Integration of Knowledge and Ideas	Literature	LAFS.6.RI.3.7	20-30%
		LAFS.6.SL.1.2	
		LAFS.6.RI.3.9	
	Informational	LAFS.6.RI.3.7	
		LAFS.6.SL.1.2	
		LAFS.6.SL.1.3	
Language and Editing*	Literature or Informational	LAFS.6.RI.3.8	15-25%
		LAFS.6.RI.3.9	

***Language and Editing**
Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

FSA ELA Standards

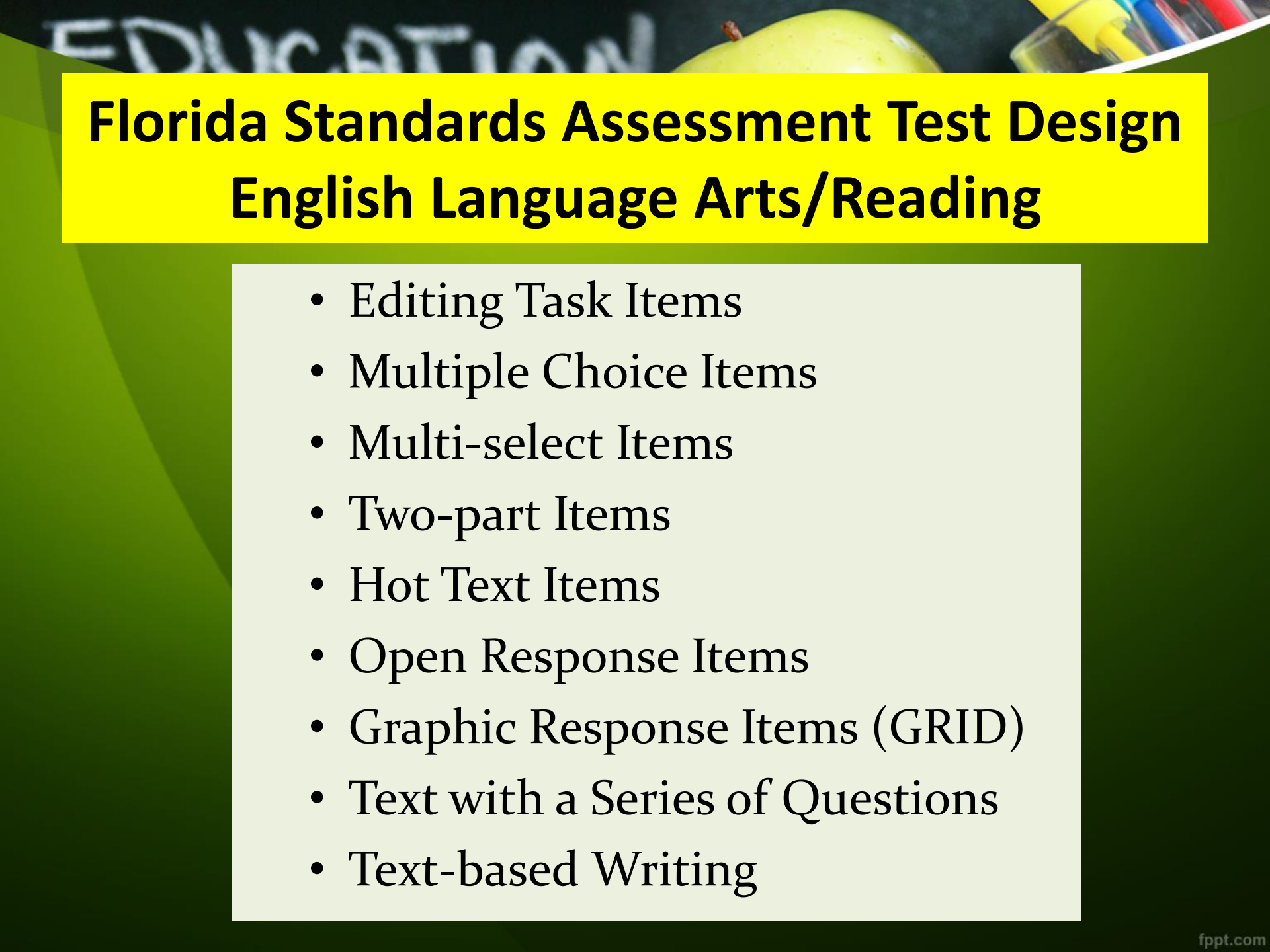
*Language and Editing
Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

FSA ELA Reading Component

Grade	Number of Items	Number of Sessions	Number of Days	Administration Mode in 2015/ Test Materials	TOTAL Testing Time
6	58–62	2	2	CBT with worksheet	170 minutes
7	58–62	2	2	CBT with worksheet	170 minutes
8	58–62	2	2	CBT with worksheet	170 minutes

www.FLDOE.org

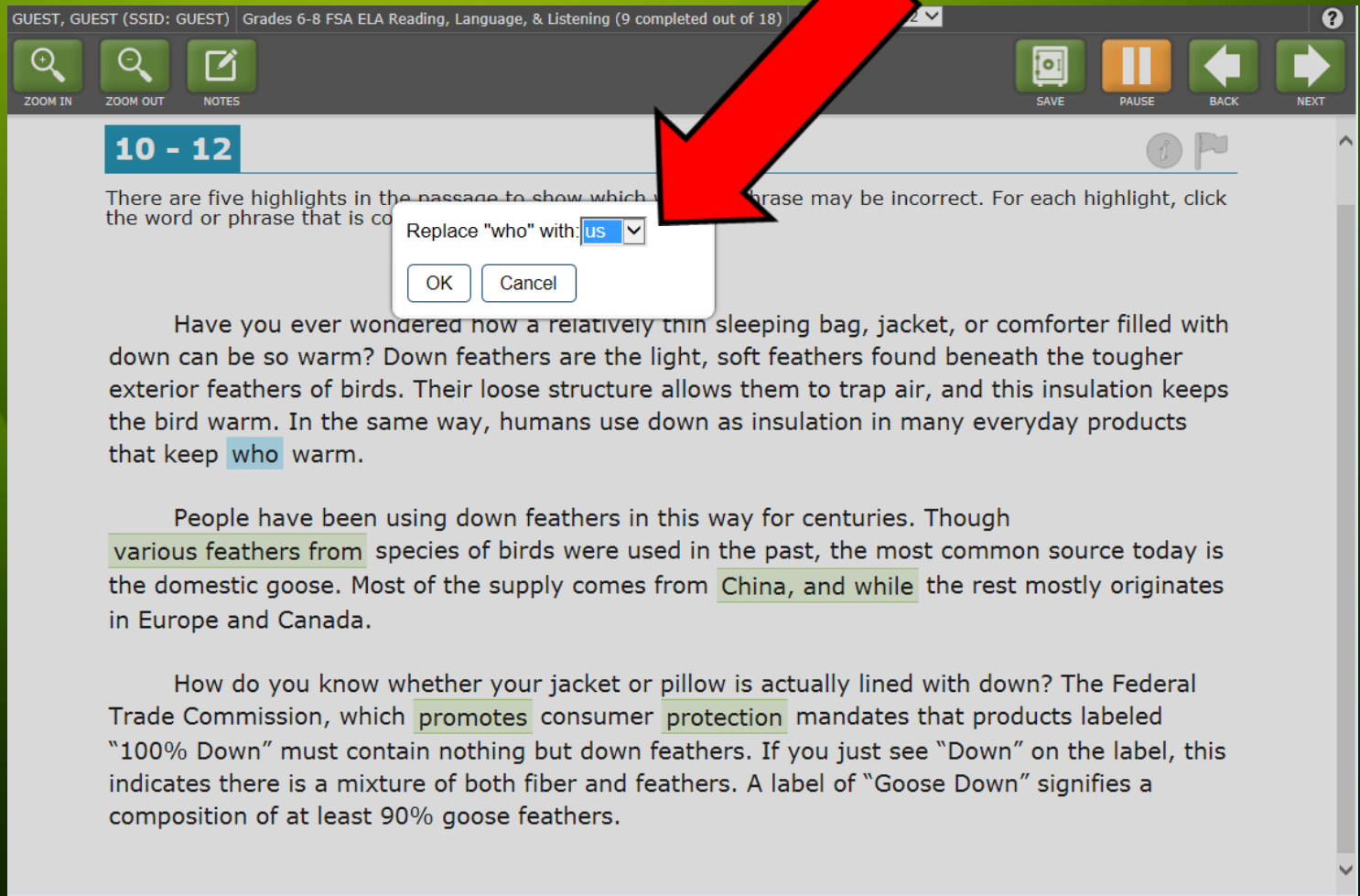
© 2014, Florida Department of Education. All Rights Reserved.



Florida Standards Assessment Test Design English Language Arts/Reading

- Editing Task Items
- Multiple Choice Items
- Multi-select Items
- Two-part Items
- Hot Text Items
- Open Response Items
- Graphic Response Items (GRID)
- Text with a Series of Questions
- Text-based Writing

Editing Task Item



GUEST, GUEST (SSID: GUEST) Grades 6-8 FSA ELA Reading, Language, & Listening (9 completed out of 18)

10 - 12

There are five highlights in the passage to show which phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Replace "who" with: **us**

OK Cancel

Have you ever wondered how a relatively thin sleeping bag, jacket, or comforter filled with down can be so warm? Down feathers are the light, soft feathers found beneath the tougher exterior feathers of birds. Their loose structure allows them to trap air, and this insulation keeps the bird warm. In the same way, humans use down as insulation in many everyday products that keep **who** warm.

People have been using down feathers in this way for centuries. Though **various feathers from** species of birds were used in the past, the most common source today is the domestic goose. Most of the supply comes from **China, and while** the rest mostly originates in Europe and Canada.

How do you know whether your jacket or pillow is actually lined with down? The Federal Trade Commission, which **promotes** consumer **protection** mandates that products labeled "100% Down" must contain nothing but down feathers. If you just see "Down" on the label, this indicates there is a mixture of both fiber and feathers. A label of "Goose Down" signifies a composition of at least 90% goose feathers.

Audio Multiple-Choice Item

GUEST, GUEST (SSID: GUEST) Grades 6-8 FSA ELA Reading, Language, & Listening (16 completed out of 18) Question: 16 - 18

ZOOM IN ZOOM OUT SAVE PAUSE BACK NEXT

16 17 18

17

Listen to a science podcast.

According to the podcast, what was the controversy about Pluto?

- A who discovered it
- B when it was discovered
- C whether it should be considered a planet
- D which mythological figure it was named after

Multi-Select Items

GUEST, GUEST (SSID: GUEST) Grades 6-8 FSA ELA Reading, Language, & Listening (6 completed out of 18) Question: 1-9

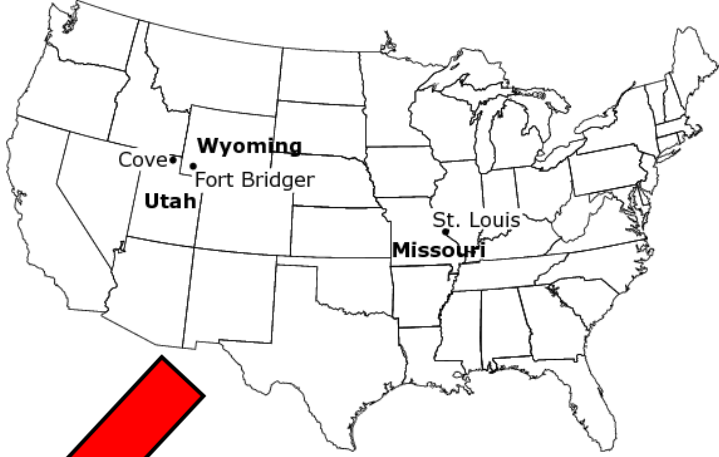
ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT

James "Jim" Bridger 1804-1881

1 James Felix "Jim" Bridger's life story is as interesting as the tall tales he used to tell. Bridger was born in Virginia in 1804. Later, his family moved to a farm near St. Louis, Missouri. At age fourteen, he went to work as a blacksmith's apprentice. He learned how to make horseshoes and other products out of iron.

2 When Bridger was eighteen years old, he was the youngest member of a group that explored and mapped the Missouri River. As a part of the expedition, he was one of the first European American people to see the natural wonders of what is now Yellowstone National Park.

3 Yellowstone was the first in a long line of landscapes that Bridger was to encounter before others. While spending the winter of 1824-25 in what is now Cove, Utah, members of the team Bridger was with argued



See details can the reader get from both the map and the passage?

- the state where Bridger died
- the route of Bridger's travels
- the location of Bridger's Pass
- the state where Bridger was born
- a place that was named after Bridger

Two-Part Items

GUEST, GUEST (SSID: GUEST) Grades 6-8 FSA ELA Reading, Language, & Listening (3 completed out of 18) Question: 1-9

ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT

James "Jim" Bridger 1804-1881

1 James Felix "Jim" Bridger's life story is as interesting as the tall tales he used to tell. Bridger was born in Virginia in 1804. Later, his family moved to a farm near St. Louis, Missouri. At age fourteen, he went to work as a blacksmith's apprentice. He learned how to make horseshoes and other products out of iron.

2 When Bridger was eighteen years old, he was the youngest member of a group that explored and mapped the Missouri River. As a part of the expedition, he was one of the first European American people to see the natural wonders of what is now Yellowstone National Park.

3 Yellowstone was the first in a long line of landscapes that Bridger was to encounter before others. While spending the winter of 1824-25 in what is now Cave, Utah, members of the team Bridger was with agreed

4

Part A

Which statement describes Bridger's importance as an explorer?

- A Bridger spent many years hiking and traveling the Rocky Mountains.
- B By the time he reached his fifties, Bridger was an experienced explorer.
- C Bridger was the first European American to discover much of the West.
- D Bridger had many talents besides exploring: blacksmithing, trading, and story-telling.

Part B

Which statement from the passage supports the response in Part A?

- A "At age fourteen, he went to work as a blacksmith's apprentice."
- B "Yellowstone was the first in a long line of landscapes that Bridger was to encounter before others."
- C "For many years, people assumed Bridger discovered the Great Salt Lake."



Hot Text Items

Hot Text
One/Two-Part
Requires students to select words/phrases or sentences; identify what an illustration contributes to the text; select from choices; select information from the text that supports your answer

FSA Portal: Training Tests x Student: Test x

← → ↻ <https://sat5.cloud1.tds.airast.org/student/V117/Pages/TestShell.aspx?name=modern#>

Question: 1-9 Grades 6-8 FSA ELA Reading (2 completed out of 18) GUEST, GUEST (SSID: GUEST)

BACK NEXT SAVE PAUSE END TEST

James "Jim" Bridger
1804-1881

1 James Felix "Jim" Bridger's life story is as interesting as the tall tales he used to tell. Bridger was born in Virginia in 1804. Later, his family moved to a farm near St. Louis, Missouri. At age fourteen, he went to work as a blacksmith's apprentice. He learned how to make horseshoes and other products out of iron.

2 When Bridger was eighteen years old, he was the youngest member of a group that explored and mapped the Missouri River. As a part of the expedition, he was one of the first European American people to see the natural wonders of what is now Yellowstone National Park.

3 Yellowstone was the first in a long line of

Bridger's stories were funny, extravagant, and often unbelievable. He would tell stories of glass mountains, "petrified" birds singing "petrified" songs, and talk about days when Pike's Peak was just a hole in the ground. These outrageous stories were told both to tease new arrivals from the east and to amuse the locals who knew they weren't true.

(paragraph 6)

A) reckless
B) wasteful
C) generous
D) larger than life

Part B
Select two words or phrases from the passage that help readers determine the meaning of the word.

6 Bridger's stories were funny, extravagant, and often unbelievable. He would tell stories of glass mountains, "petrified" birds singing "petrified" songs, and talk about days when Pike's Peak was just a hole in the ground. These outrageous stories were told both to tease new arrivals from the east and to amuse the locals who knew they weren't true.

Windows Taskbar: Internet Explorer, File Explorer, Chrome, Word, PowerPoint, 6:32 PM 10/19/2014



Open Response Item

FSA Portal: Training Tests x Student: Test x
https://sat5.cloud1.tds.airast.org/student/V117/Pages/TestShell.aspx?name=modern#
Question: 1-9 Grades 6-8 FSA ELA Reading (2 completed out of 18) GUEST, GUEST (SSID: GUEST)

BACK NEXT SAVE PAUSE END TEST NOTES LINE READER ZOOM OUT ZOOM IN

1 2 3 4 5 6 7 8 9

James "Jim" Bridger 1804-1881

1 James Felix "Jim" Bridger's life story is as interesting as the tall tales he used to tell. Bridger was born in Virginia in 1804. Later, his family moved to a farm near St. Louis, Missouri. At age fourteen, he went to work as a blacksmith's apprentice. He learned how to make horseshoes and other products out of iron.

2 When Bridger was eighteen years old, he was the youngest member of a group that explored and mapped the Missouri River. As a part of the expedition, he was one of the first European American people to see the natural wonders of what is now Yellowstone National Park.


3 Yellowstone was the first in a long line of

6

Why does the author use the word "peetrified" instead of "petrified" in this sentence?

"He would tell stories of glass mountains, "peetrified" birds singing "peetrified" songs, and talk about the days when Pike's Peak was ju in the ground." (Paragraph 6)

Type your answer in the space provided.



Graphic Response Item (GRID)

GUEST, GUEST (SSID: GUEST) Grades 6-8 FSA ELA Reading, Language, & Listening (2 completed out of 18) Question: 1-9

ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT

James "Jim" Bridger 1804-1881

1 James Felix "Jim" Bridger's life story is as interesting as the tall tales he used to tell. Bridger was born in Virginia in 1804. Later, his family moved to a farm near St. Louis, Missouri. At age fourteen, he went to work as a blacksmith's apprentice. He learned how to make horseshoes and other products out of iron.

2 When Bridger was eighteen years old, he was the youngest member of a group that explored and mapped the Missouri River. As a part of the expedition, he was one of the first European American people to see the natural wonders of what is now Yellowstone National Park.

3 Yellowstone was the first in a long line of landscapes that Bridger was to encounter before others. While spending the winter of 1824-25 in what is now Cove, Utah, members of the team Bridger was with argued

3

Place the phrases about Jim Bridger's life in the correct locations on the timeline.

Jim Bridger Timeline

Year	Event
1820	began exploring the Missouri River
1830	
1850	discovered shortcut through the Rocky Mountains
1860	reached the Great Salt Lake
1880	retired to Missouri
1880	became part owner of beaver-trapping company

Text with a Series of Questions

GUEST, GUEST (SSID: GUEST) Grades 6-8 FSA ELA Reading, Language, & Listening (1 completed out of 18) Question: 1-9

ZOOM IN ZOOM OUT NOTES SAVE PAUSE NEXT

1 2 3 4 5 6 7 8 9

James "Jim" Bridger 1804-1881

1 James Felix "Jim" Bridger's life story is as interesting as the tall tales he used to tell. Bridger was born in Virginia in 1804. Later, his family moved to a farm near St. Louis, Missouri. At age fourteen, he went to work as a blacksmith's apprentice. He learned how to make horseshoes and other products out of iron.


2 When Bridger was eighteen years old, he was the youngest member of a group that explored and mapped the Missouri River. As a part of the expedition, he was one of the first European American people to see the natural wonders of what is now Yellowstone National Park.

3 Yellowstone was the first in a long line of landscapes that Bridger

1

What is the central idea of the passage?

- (A) Jim Bridger had several careers throughout his life.
- (B) Jim Bridger was an adventurous and interesting person.
- (C) A daring life can make a person into a great storyteller.
- (D) The Oregon Trail would have been more difficult without Jim Bridger.



Text-based Writing

GUEST, GUEST (SSID: GUEST) Grades 6-8 FSA ELA Writing (0 completed out of 1) Question: 1

ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT

23 "We learn wisdom from failure much more than from success. We often discover what will do by finding out what will not do; and probably he who never made a mistake never made a discovery."—19th century Scottish author Samuel Smiles

24 "Error is a hardy plant; it flourisheth in every soil."—19th century English writer Martin Farquhar Tupper

25 "Love truth, but pardon error."—18th century author and philosopher Francois Marie Arouet Voltaire

26 "The aim of science is to seek the simplest explanations of complex facts. We are apt to fall into the error of thinking that the facts are simple because simplicity is the goal of our quest. The guiding motto in the life of every natural philosopher should be, Seek simplicity and distrust it."—20th century philosopher Alfred North Whitehead

Write an essay in which you take a position on whether or not mistakes are a key part of discovery. Use the information presented in the passages to support your points. Make sure to include information from all the passages in your essay.

Manage your time carefully so that you can


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

Be sure to

- include a claim;
- address counterclaims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

Your written response should be in the form of a multiparagraph essay. Remember to spend time reading, planning, writing, revising, and editing.

Type your answer in the space provided.



EDUCATION



Florida Standards Assessment Test Design

Mathematical Practice Standards



FSA Math Reporting Categories

Sample from Grade 6

Ratio and Proportional Relationships

Students understand ratio concepts and use ratio reasoning to solve problems.

Expressions and Equations

Students apply and extend previous understandings of arithmetic to algebraic expressions. They reason about and solve one-variable equations and inequalities. They represent and analyze quantitative relationships between dependent and independent variables.

Math Reporting Categories vary by Grade Level: Login on the <https://fsassessments.org/about-the-fsas.shtml#fact-sheets>



FSA Math Reporting Categories

Sample from Grade 6

Geometry

Students solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability Students develop understanding of statistical variability. They summarize and describe distributions.

The Number System

Students apply and extend previous understandings of multiplication and division to divide fractions by fractions. They compute fluently with multi-digit numbers and find common factors and multiples. They apply and extend previous understandings of numbers to the system of rational numbers

Math Reporting Categories vary by Grade Level: Login on the <https://fsassessments.org/about-the-fsas.shtml#fact-sheets>

Algebra 1 EOC Standards Coverage

Reporting Category	Standard	% of Test
--------------------	----------	-----------

Grade 8 Mathematics Standards Coverage

Reporting Category	Standard	% of Test
--------------------	----------	-----------

Expressions and Equations

Grade 7 Mathematics Standards Coverage

Reporting Category

Ratio and Proportional Relationships

FSA Math Standards

Grade 6 Mathematics Standards Coverage

Reporting Category	Standard	% of Test
Ratio and Proportional Relationships	MAFS.6.RP.1.1	15%
	MAFS.6.RP.1.2	
	MAFS.6.RP.1.3	
Expressions and Equations	MAFS.6.EE.1.1	30%
	MAFS.6.EE.1.2	
	MAFS.6.EE.1.3	
	MAFS.6.EE.1.4	
	MAFS.6.EE.2.5	
	MAFS.6.EE.2.6	
	MAFS.6.EE.2.7	
	MAFS.6.EE.2.8	
	MAFS.6.EE.3.9	
Geometry	MAFS.6.G.1.1	15%
	MAFS.6.G.1.2	
	MAFS.6.G.1.3	
	MAFS.6.G.1.4	
Statistics & Probability	MAFS.6.SP.1.1	19%
	MAFS.6.SP.1.2	
	MAFS.6.SP.1.3	
	MAFS.6.SP.2.4	
	MAFS.6.SP.2.5	
The Number System	MAFS.6.NS.1.1	21%
	MAFS.6.NS.2.2	
	MAFS.6.NS.2.3	
	MAFS.6.NS.2.4	
	MAFS.6.NS.3.5	
	MAFS.6.NS.3.6	
	MAFS.6.NS.3.7 Also Assesses MAFS.6.NS.3.8	
Total Standard Groupings	28	100%

Total Standard Groupings

Number and Quantity

Critical areas of focus were included in the

Statistics and Probability
and
The Number System

Total Standard Groupings

Critical areas of focus were included in the

Statistics and Probability

The Number System

Total Standard Groupings

Critical areas of focus were included in the

Grades 6-8 Mathematics

Grade	Number of Items	Number of Sessions*	Number of Days	Administration Mode/Test Materials	TOTAL Testing Time
Grade 6	62 – 66	3	2	CBT with work folder; no Calculator	180 minutes
Grade 7	62 – 66	3	2	CBT with work folder; Scientific Calculator (Sessions 2 and 3 only)	180 minutes
Grade 8	62 – 66	3	2	CBT with work folder; Scientific Calculator (Sessions 2 and 3 only)	180 minutes

****FSA Math sessions are administered over two days.
For Grades 6-8, Session 1 is on Day 1, Sessions 2 & 3 on Day 2.***

End-of-Course Assessments

Course	Number of Items	Number of Sessions	Number of Days	Administration Mode/Test Materials	TOTAL Testing Time
Algebra 1	64 – 68	2	2	CBT with work folder; Scientific Calculator (Session 2 only)	180 minutes
Geometry	64 – 68	2	2	CBT with work folder; Scientific Calculator (Session 2 only)	180 minutes



Florida Standards Assessment Design Mathematics

- Multiple Choice Items
- Multi-select Items
- Equation Response Items
- Graphic Response Items

Multiple Choice Item

7



Lisa is trying to earn money to buy a bike. She can either open a lemonade stand or sell cookies, but she does not have the time to do both.

What is the opportunity cost for Lisa if she decides to open a lemonade stand?

- (A) She cannot buy a bike.
- (B) She cannot sell lemonade.
- (C) She cannot sell any cookies.
- (D) She cannot earn any money.

Click on an answer option or row to select it as your answer.


Multi-Select Items

12



Select the values that are greater than or equal to $\frac{1}{2}$.

- 0.6
- $\frac{2}{6}$
- $\frac{5}{8}$
- .5
- .45
- One Fifth
- $\frac{2}{10}$






Click the checkbox next to each option you want to select as a response. You may select more than one option.

Graphic Response Item

GUEST, GUEST (SSID: GUEST) Grades 7-8 FSA Mathematics (1 completed out of 16) Question: 2

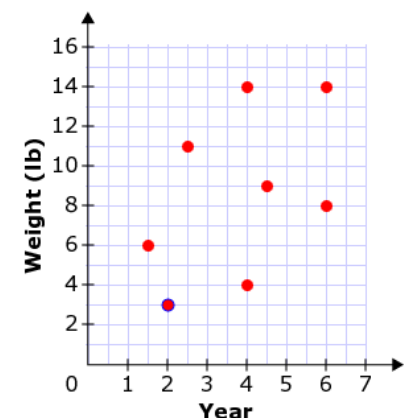
ZOOM IN ZOOM OUT CALCULATOR SAVE PAUSE BACK NEXT

2   

A scientist is researching changes to a river's ecosystem. He believes something is destroying the food source of the fish in the river over time.

Use the Add Point tool to plot **eight** points to complete a scatter plot so that it supports the scientist's claim.

Effect on Fish Weight Over Time



Year	Weight (lb)
1	6
2	3
3	11
4	4
4	14
5	9
6	8
6	14




Select locations of points.



Graphic Response Item

GUEST, GUEST (SSID: GUEST) Grades 7-8 FSA Mathematics (2 completed out of 16) Question: 3

ZOOM IN ZOOM OUT CALCULATOR SAVE PAUSE BACK NEXT

3   

James wants to sort a set of numbers into two groups.

Drag each value to the correct column to show which are rational numbers and which are irrational numbers.

Rational Numbers	Irrational Numbers
$\sqrt{3}$ $\sqrt[3]{8}$	π
$0.\bar{6}$	7.3 $\sqrt{9}$ $\sqrt[3]{9}$

Equation Response Item

4

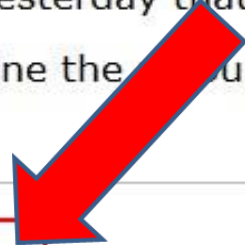


A salesperson earns \$125 a day, plus a commission of 5% of the price of each item she sells. The salesperson sold one item yesterday that was \$750.

Create an equation that can be used to determine the amount of money the salesperson earned yesterday.

$y =$

Equation response field



Navigation buttons

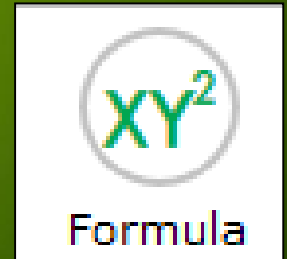
1	2	3	x	y						
4	5	6	+	-	•	÷				
7	8	9	<	≤	=	≥	>			
0	.	-	$\frac{\square}{\square}$	\square^\square	\square_\square	()		$\sqrt{\square}$	$\sqrt[\square]{\square}$	π

Special symbols
(fraction, exponent, square root, etc.)

Computer-Based Tools

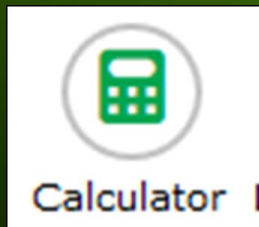
Formula

- The **Formula** tool opens a pop-up window displaying the reference sheet for your test.
- Be sure to scroll to the bottom of the reference sheet and use the horizontal scroll bar to see all of the information available.



Calculator

- The **Calculator** tool will ONLY be available during **Sessions 2 and 3** of the **Grades 7 and 8 Mathematics** test.
- You can use the Calculator by tapping or clicking on the onscreen calculator or by using the appropriate keys on your keyboard.

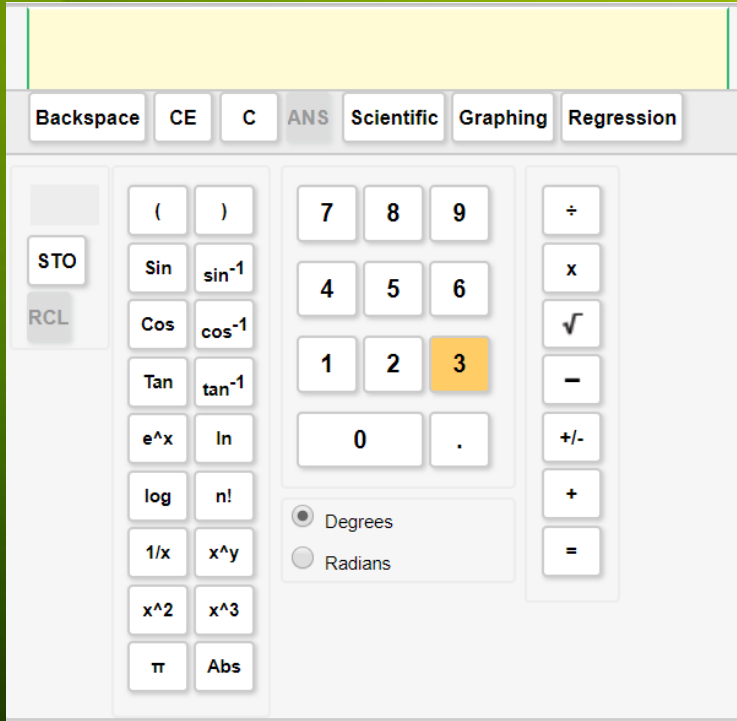




FSA Calculator Policy

Assessment	Calculator Permitted
Grades 6 Mathematics	CBT – None CALCULATORS WILL NOT BE PERMITTED FOR ANY SESSION FOR GRADE 6
Grades 7 and 8 Algebra 1 Algebra 2 Geometry	<i>Computer-based scientific calculator</i> or <u>hand-held scientific calculator</u> (during certain sessions only)

Online Calculator



Handheld Scientific Calculators

The following are FDOE-approved calculators for the 2017–18 school year:

Texas Instruments TI-30Xa

Casio fx-260 solar

Casio fx-82 solar

Sharp EL-510R

Sharp EL-510RN



<https://tinyurl.com/q3s9xdm>

Pinellas County Schools provides students with access to Handheld Scientific Calculators!



FSA Mathematics Reference Sheet

Conversion table provided for Grades 6-8 and Algebra

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 = 1,000 millimeters
 1 kilogram = 1,000 grams
 1 gram = 1,000 milligrams

Time Conversions

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

SAMPLE



Florida Standards Assessment Timeline & Dates

General Timeline Information will be provided during this presentation. Parents must reach out directed to schools for specific testing calendars. Testing schedule may vary!



2017-2018 FSA Timeline

Next Grade
Dates
September 18–October 1, 2017
March 19–April 6, 2018
April 30–May 4, 2018
Dates
September 18–October 1, 2017
November 27–December 10, 2017
April 16–May 18, 2018
July 9–20, 2018

Florida Standards Assessment

Dates
March 1–9, 2018
March 5–9, 2018
April 9–20, 2018
April 16–May 4, 2018
Dates
September 18–October 1, 2017
November 27–December 10, 2017
April 16–May 18, 2018
July 9–20, 2018
Dates
September 18–October 1, 2017
February 27–March 10, 2018
September 18–October 1, 2017

March 19–April 6, 2018 | Algebra 1 Retake

Please contact your child's school to determine the specific testing dates!

Testing schedule may vary!

Grade



Participation of Students with Disabilities in Statewide Assessment

- Federal legislation, including the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act (IDEA), and Florida statutes require that **students with disabilities participate in the statewide testing program and be afforded appropriate accommodations in instruction and assessment.**
- All determinations regarding participation in the statewide assessment program and need for classroom and testing accommodations must be documented in the **student's IEP or Section 504 plan.**



Participation of Students with Disabilities in Statewide Assessment

- **Any student with a disability is expected to participate in the statewide assessment program with or without accommodations unless the student meets criteria for participation in the FAA.**
- The **IEP team makes the decision to have a student with a significant cognitive disability take the FAA** based on the guidelines in Rule 6A-1.0943(4), Florida Administrative Code (F.A.C.).

FSA Portal

Home Students & Families Test Administration Technology Resources About the FSAs

Search Resources

Florida
Standards Assessments



Students &
Families



Test
Administration



Technology
Resources



About the FSAs

Welcome to the FSA Portal

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

Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. 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.

For information about FCAT 2.0 or NGSS EOC Assessments, please visit <http://www.fldoe.org/accountability/assessments/k-12-student-assessment>.

For more information about Florida standards, course descriptions, and standard resources, please visit www.cpalms.org.



Administer the FSA



Secure Browse



FSA Resources



Practice Tests



FSA Reporting System




<https://fsassessments.org/students-and-families/practice-tests/index.shtml>

Home Students & Families Test Administration Technology Resources About the FSAs Search Resources


Florida Standards Assessments

FSA Portal > Students & Families > Practice Tests


Practice Tests




Take the Computer-Based Practice Tests



Practice Tests Guide



Computer-Based Practice Tests Answer Keys



Paper-Based Practice Test Materials

About the Practice Tests

The purpose of the practice tests is for students to become familiar with the CBT system, functionality, and item types; the practice tests are not intended to guide classroom instruction. Descriptions and response instructions for each item type are included in the *Practice Tests Guide*. Users should refer to the tutorials on each item or the guide to familiarize themselves with the different features and response instructions for each item type.

Please see the list on the right of this page for the availability of practice tests. Scripts for computer-based practice tests are available under FSA Resources (<https://fsassessments.org/resources/scripts/>). Practice test scripts are not provided for paper-based assessments as practice tests are not required for paper-based assessments.

Answer keys for English Language Arts (ELA) Reading and Mathematics practice tests that list the item, correct answer, and grade level/subject of each item are also available for each published training/practice test. ELA Writing rubrics are available under the FSA Resources section (<http://fsassessments.org/resources/>).

The **practice** tests contain sample items for specific grade-level/subject tests. The following practice tests are currently available:

- FSA ELA Writing
 - Grade 8
 - Grade 9
 - Grade 10
- FSA ELA Reading
 - Grade 3
 - Grade 4
 - Grade 5
 - Grade 6
 - Grade 7
 - Grade 8
 - Grade 9
 - Grade 10



Informational Resources

Florida Department of Education

<http://www.fldoe.org/>

CPALMS

<http://www.cpalms.org/Public/>

FLDOE Assessment Website

<http://www.fldoe.org/accountability/assessments/index.shtml>

FSA Portal

<https://fsassessments.org/>

Tools to Help Students Prepare

Goes through Clever @ Home

Help your child excel on the Florida Standards Assessments by spending extra time at home to improve math and literacy skills.

Log onto [Clever.com](https://clever.com) to access:



For more information about the FSA and practice tests visit:

<https://fsassessments.org>

Before the FSA...

The night before the FSA:

- Make sure your child gets enough sleep.



The morning of the FSA:

- Eat a normal breakfast.
- Talk your child.
- Arrive at school early.

Pinellas County Schools

Department of Middle School Education

How to access Middle School Information?

The screenshot shows the Pinellas County Schools website. The header features the PCS logo (Pinellas County Schools) and a navigation menu with links for NEWSROOM, CALENDAR, and CONTACT. Below the header is a main navigation bar with links for HOME, ABOUT US, LEADERSHIP, DEPARTMENTS & DIVISIONS, SCHOOLS, EMPLOYMENT, REGISTRATION, and CALENDAR. The DEPARTMENTS & DIVISIONS link is highlighted with a yellow house icon. Below the main navigation bar is a secondary navigation bar with links for FAMILIES, STUDENTS, STAFF, COMMUNITY, and SCHOOL BOARD. The main content area displays the breadcrumb trail: Home > Departments & Divisions > Teaching and Learning Services. The page title is "Middle School Education". The main text reads: "True learning is figuring out how to use what you already know in order to go beyond what you already think." - Jerome Bruner. Below the text is a link to "Meet our District Middle School Summer Bridge 2016 Team". On the left side of the page, there is a sidebar menu for "Teaching and Learning Services" with links for Teaching & Learning, Latest News, Early Childhood, Elementary Education, Middle School Education, 6-8 Health Education, 6-8 Mathematics, and 6-8 Reading and Language.

PCS
PINELLAS COUNTY SCHOOLS

NEWSROOM CALENDAR CONTACT

HOME ABOUT US LEADERSHIP DEPARTMENTS & DIVISIONS SCHOOLS EMPLOYMENT REGISTRATION CALENDAR

FAMILIES STUDENTS STAFF COMMUNITY SCHOOL BOARD

Home > Departments & Divisions > Teaching and Learning Services

Middle School Education

"True learning is figuring out how to use what you already know in order to go beyond what you already think." - Jerome Bruner

Meet our District Middle School Summer Bridge 2016 Team

Teaching and Learning Services

- > Teaching & Learning
- > Latest News
- ☑ Early Childhood
- ☑ Elementary Education
- ☑ Middle School Education
 - > 6-8 Health Education
 - > 6-8 Mathematics
 - > 6-8 Reading and Language

EDUCATION

A Big
THANK
YOU!



Dywayne B. Hinds, Ed.D.

Executive Director Middle School Education

301 Fourth Street SW, P.O. Box 2942, Largo, FL 33779-2942

Ph. (727) 588-6453

Fax (727) 588-6516

Hindsdy@pcsb.org