The Florida Standards: What Every Parent Should Know

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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.
Preparation:
The Florida Standards will *prepare students for both college and the workplace* and *emphasizes higher-order skills* instead of knowledge and recall.
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.*
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
  o Grades 3–10 (and Retake) ELA (Reading component in grades 3–10; Writing component in grades 4–10)
  o Grades 3–8 Mathematics
  o Algebra 1* (and Retake)
  o Geometry*
  o 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.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate: Highly likely to need substantial support for the next grade</td>
<td>Below Satisfactory: Likely to need substantial support for the next grade</td>
<td>Satisfactory: May need additional support for the next grade</td>
<td>Proficient: Likely to excel in the next grade</td>
<td>Mastery: Highly likely to excel in the next grade</td>
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</table>
## FSA Scale Scores for Each Achievement Level

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
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<tr>
<td><strong>English Language Arts</strong></td>
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<tr>
<td>Grade 3 ELA</td>
<td>240-284</td>
<td>285-299</td>
<td>300-314</td>
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<td>Grade 4 ELA</td>
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<td>Grade 6 ELA</td>
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<td>356-391</td>
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<td>Grade 7 ELA</td>
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<td>Grade 10 ELA</td>
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<td>350-361</td>
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<tr>
<td><strong>Mathematics</strong></td>
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<td>Grade 3 Mathematics</td>
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<td>Grade 8 Mathematics</td>
<td>273-321</td>
<td>322-336</td>
<td>337-352</td>
<td>353-364</td>
<td>365-393</td>
</tr>
</tbody>
</table>
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
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.
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.

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.**
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

**Line Reader**

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

**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.
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.
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.”
Florida Standards Assessment Test
Design
English Language
Arts/Literacy
Text-based Writing
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

Shifts in English Language Arts
**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.
Text-Based Writing

Argumentation or Informative/Explanatory
### FSA ELA – Writing Component ONLY

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Items</th>
<th>Number of Sessions</th>
<th>Number of Days</th>
<th>Administration Mode/Test Materials*</th>
<th>TOTAL Testing Time**</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1 prompt</td>
<td>1</td>
<td>1</td>
<td>PBT</td>
<td>120 minutes</td>
</tr>
<tr>
<td>7</td>
<td>1 prompt</td>
<td>1</td>
<td>1</td>
<td>PBT</td>
<td>120 minutes</td>
</tr>
<tr>
<td>8</td>
<td>1 prompt</td>
<td>1</td>
<td>1</td>
<td>CBT</td>
<td>120 minutes</td>
</tr>
</tbody>
</table>

*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 6 English Language Arts Standards Coverage
### Reporting Category: Craft and Structure
<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Genre</th>
<th>Standards Assessed</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Editing*</td>
<td>Literature or Informational</td>
<td>LAFS.6.L.1.1, LAFS.6.L.1.2</td>
<td>15-25%</td>
</tr>
</tbody>
</table>

### Reporting Category: Integration of Knowledge and Ideas
<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Genre</th>
<th>Standards Assessed</th>
<th>Percentage of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Editing*</td>
<td>Literature or Informational</td>
<td>LAFS.6.L.1.1, LAFS.6.L.1.2</td>
<td>20-30%</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Items</th>
<th>Number of Sessions</th>
<th>Number of Days</th>
<th>Administration Mode in 2015/Test Materials</th>
<th>TOTAL Testing Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>58–62</td>
<td>2</td>
<td>2</td>
<td>CBT with worksheet</td>
<td>170 minutes</td>
</tr>
<tr>
<td>7</td>
<td>58–62</td>
<td>2</td>
<td>2</td>
<td>CBT with worksheet</td>
<td>170 minutes</td>
</tr>
<tr>
<td>8</td>
<td>58–62</td>
<td>2</td>
<td>2</td>
<td>CBT with worksheet</td>
<td>170 minutes</td>
</tr>
</tbody>
</table>
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
There are five highlights in the passage to show which word or phrase that is correct, and which phrase may be incorrect. For each highlight, click the word or phrase that is correct.

There are 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

Listen to the science podcast.

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

- who discovered it
- when it was discovered
- whether it should be considered a planet
- which mythological figure it was named after
Multi-Select Items

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.

Three 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

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 group Bridger was with went on to describe the Great Salt Lake.

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.”
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.

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

Bridger's stories were funny, extravagant, and often unbelievable. He would tell stories of glass mountains, "peetrified" birds singing "peetrified" 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.
Open Response Item

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.

Why does the author use the word “petrified” instead of “peetrified” 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 just as close in the ground.” (Paragraph 6)

Type your answer in the space provided.
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

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

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

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.
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.stml#fact-sheets
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.stml#fact-sheets
<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Standard</th>
<th>% of Test</th>
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<td>15%</td>
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<tr>
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<td>MAFS.6.EE.1.4, MAFS.6.EE.1.5, MAFS.6.EE.1.6</td>
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<td>MAFS.6.EE.1.7, MAFS.6.EE.1.8, MAFS.6.EE.1.9</td>
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<td>MAFS.6.SP.1.1, MAFS.6.SP.1.2, MAFS.6.SP.1.3</td>
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<tr>
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<td>MAFS.6.NS.1.1, MAFS.6.NS.1.2, MAFS.6.NS.1.3</td>
<td>21%</td>
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<td></td>
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<tr>
<td>Total Standard Groupings</td>
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<td>100%</td>
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</tbody>
</table>
## Grades 6-8 Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Items</th>
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<tbody>
<tr>
<td>Grade 6</td>
<td>62 – 66</td>
<td>3</td>
<td>2</td>
<td>CBT with work folder; no Calculator</td>
<td>180 minutes</td>
</tr>
<tr>
<td>Grade 7</td>
<td>62 – 66</td>
<td>3</td>
<td>2</td>
<td>CBT with work folder; Scientific Calculator (Sessions 2 and 3 only)</td>
<td>180 minutes</td>
</tr>
<tr>
<td>Grade 8</td>
<td>62 – 66</td>
<td>3</td>
<td>2</td>
<td>CBT with work folder; Scientific Calculator (Sessions 2 and 3 only)</td>
<td>180 minutes</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Course</th>
<th>Number of Items</th>
<th>Number of Sessions</th>
<th>Number of Days</th>
<th>Administration Mode/Test Materials</th>
<th>TOTAL Testing Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>64 – 68</td>
<td>2</td>
<td>2</td>
<td>CBT with work folder; Scientific Calculator (Session 2 only)</td>
<td>180 minutes</td>
</tr>
<tr>
<td>Geometry</td>
<td>64 – 68</td>
<td>2</td>
<td>2</td>
<td>CBT with work folder; Scientific Calculator (Session 2 only)</td>
<td>180 minutes</td>
</tr>
</tbody>
</table>
Florida Standards Assessment Design Mathematics

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

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.
### Multi-Select Items

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>2/6</td>
<td></td>
</tr>
<tr>
<td>5/8</td>
<td></td>
</tr>
<tr>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>.45</td>
<td></td>
</tr>
<tr>
<td>One Fifth</td>
<td></td>
</tr>
<tr>
<td>2/10</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Rational Numbers</th>
<th>Irrational Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\sqrt{3}$</td>
<td>$\sqrt{9}$</td>
</tr>
<tr>
<td>$\frac{3}{\sqrt{8}}$</td>
<td></td>
</tr>
<tr>
<td>0.6</td>
<td>7.3</td>
</tr>
</tbody>
</table>
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.

\[ y = \text{Equation response field} \]
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.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Calculator Permitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 6 Mathematics</td>
<td>CBT – None CALCULATORS WILL NOT BE PERMITTED FOR ANY SESSION FOR GRADE 6</td>
</tr>
<tr>
<td>Grades 7 and 8</td>
<td>Computer-based scientific calculator or hand-held scientific calculator (during certain sessions only)</td>
</tr>
<tr>
<td>Algebra 1</td>
<td></td>
</tr>
<tr>
<td>Algebra 2</td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
</tr>
</tbody>
</table>
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

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

https://tinyurl.com/q3s9xdm
### Conversion table provided for Grades 6-8 and Algebra

<table>
<thead>
<tr>
<th><strong>Customary Conversions</strong></th>
<th><strong>Metric Conversions</strong></th>
<th><strong>Time Conversions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 foot = 12 inches</td>
<td>1 meter = 100 centimeters</td>
<td>1 minute = 60 seconds</td>
</tr>
<tr>
<td>1 yard = 3 feet</td>
<td>1 meter = 1000 millimeters</td>
<td>1 hour = 60 minutes</td>
</tr>
<tr>
<td>1 mile = 5,280 feet</td>
<td>1 kilogram = 1000 grams</td>
<td>1 day = 24 hours</td>
</tr>
<tr>
<td>1 mile = 1,760 yards</td>
<td></td>
<td>1 year = 365 days</td>
</tr>
<tr>
<td>1 cup = 8 fluid ounces</td>
<td>1000 milligrams</td>
<td>1 year = 52 weeks</td>
</tr>
<tr>
<td>1 pint = 2 cups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 quart = 2 pints</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 gallon = 4 quarts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 pound = 16 ounces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 ton = 2,000 pounds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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!
Please contact your child’s school to determine the specific testing dates!

Testing schedule may vary!
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.).
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 NGSSS EOC Assessments, please visit [http://www.fldoe.org/accountability/assessments/k-12-student-assessment](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](http://www.cpalms.org).
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/).
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.stml

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 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?

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
Dywayne B. Hinds, Ed.D.

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