

“BEHIND EVERY DATA POINT  
IS A CHILD”



# Objectives:

## Behind Every Data Point is a Child

- Understanding the different types of assessments.
- Understanding the importance of progress monitoring.
- Understanding the difference between State-required assessments and school district assessment.
- Learning what strategies are helpful to improve student performance.
- Learning how to develop high-level questions for parent/teacher conferences.

# FSA TESTS ARE STATE-REQUIRED ASSESSMENTS



## Florida Standards Assessments (FSA)

- Grades 3-10:
  - English-Language Arts (ELA)
  - Math
- Grades 5 and 8:
  - Science
- MS and HS:
  - State End of Course Tests (EOCs)

# FSA TESTS ARE STATE-REQUIRED ASSESSMENTS



- Two Data Points:
  - 3-Digit Scale Score
  - Achievement Level (1 to 5)
- **The 3-digit score** is used to place students on a reading and math **achievement scale**, from Level 1 (the lowest) to Level 5 (the highest). Level 3 (or above) is generally considered grade-level proficient. It is not a test that is designed to have all or most students achieve proficiency. Nearly half of students statewide do not. The state FSA is a very challenging test that is helpful to teachers (and parents) in identifying students in Levels 1 or 2 who may need additional support or practice.
- **Grades 3 and 10:** The FSA reading (ELA) test offered in Grades 3 and 10 are high-stakes. Students who do not show proficiency (Level 3 or above) on the Grade 3 test may be retained. Students who do not show proficiency (Level 3 and above) on the Grade 10 test cannot graduate unless the student retakes the test and passes or receives an adequate score on the ACT or SAT as set by the state. (Note: State graduation rate rules are subject to change).

**Table 2. Grade-Level Assessment Scale Scores for Each Achievement Level**

Assessment		Level 1	Level 2	Level 3	Level 4	Level 5
<b>FSA English Language Arts Scale Scores (240–412) for Each Achievement Level</b>	Grade 3	240–284	285–299	<b>300–314</b>	315–329	330–360
	Grade 4	251–296	297–310	<b>311–324</b>	325–339	340–372
	Grade 5	257–303	304–320	<b>321–335</b>	336–351	352–385
	Grade 6	259–308	309–325	<b>326–338</b>	339–355	356–391
	Grade 7	267–317	318–332	<b>333–345</b>	346–359	360–397
	Grade 8	274–321	322–336	<b>337–351</b>	352–365	366–403
	Grade 9	276–327	328–342	<b>343–354</b>	355–369	370–407
	Grade 10	284–333	334–349	<b>350–361</b>	362–377	378–412
<b>FSA Mathematics Scale Scores (240–393) for Each Achievement Level</b>	Grade 3	240–284	285–296	<b>297–310</b>	311–326	327–360
	Grade 4	251–298	299–309	<b>310–324</b>	325–339	340–376
	Grade 5	256–305	306–319	<b>320–333</b>	334–349	350–388
	Grade 6	260–309	310–324	<b>325–338</b>	339–355	356–390
	Grade 7	269–315	316–329	<b>330–345</b>	346–359	360–391
	Grade 8	273–321	322–336	<b>337–352</b>	353–364	365–393
<b>NGSSS Science Scale Scores (140–260) for Each Achievement Level</b>	Grade 5	140–184	185–199	<b>200–214</b>	215–224	225–260
	Grade 8	140–184	185–202	<b>203–214</b>	215–224	225–260



State Scale Scores /  
Table Example

## State Science Test

Scores are used to assess knowledge of science content covered and mastered across grades. There is no state or district consequence for not showing adequate mastery on these assessments. The information is used to improve state and district science content and materials.

## State End-of-Course Exams (EOCs)

Each EOC is used as the final exam for the course. Scores are used to assess knowledge of content covered via the course. The 3-digit scale score is aligned to an achievement scale. The scale is used to assign an exam grade, which factors into the final course grade. Additionally, a passing score on the Algebra 1 EOC is required to graduate high school unless a comparative score is earned on another test approved by the state.

**Note:** The school district also administers final exams created by its teachers and staff for courses where a state test is not available.





# PSAT (Practice SAT)

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- The PSAT score is used by teachers and parents to identify reading, writing, and math strengths and deficiencies in supporting students to succeed on the SAT or ACT in later years. The score can be used in alignment with free online resources (such as Khan Academy) to provide practice to students in specific content areas in hopes of raising their future SAT or ACT scores. The results are also reviewed by schools to identify students who may have unique areas of strength that align to taking advanced courses in high schools, such as Advanced Placement (AP).

# SAT OR ACT

The SAT or ACT is still required for application to most colleges and universities and each school establishes its own entry requirements (i.e., minimum score for admission), along with consideration of student grade point averages (GPAs), course history (transcript), and student resume. The SAT or ACT score can also be used by students to show proficiency in reading or math in meeting the state graduation requirements. This score (called the "concordant" score) is set by the state.





# PCS / District Diagnostic and Progress Monitoring Tests

## Grades K-10 / Fall and Winter

**Required by Pinellas County Schools:** These tests are used by teachers as practice tests and are designed to identify student strengths and skill deficits in reading, writing, math, social studies and science. The tests are not typically graded and are not typically tied to "high-stakes" state requirements for promotion or graduation.

Parents can use the scores and resulting percentile rankings (if provided by the test) to determine where their children rank among similar students across the grade level and-or compared to typical student performance nationally. The 50th percentile is considered "typical" or "normal" performance via these norm-referenced tests. Students scoring above the 50th are trending ahead of their peers. Students scoring below the 50th are trending below their peers.

# Review of Key Terms

**FSA (Florida Standards Assessment)**

**PSAT**

**SAT**

**ACT**

**Scale Score**

**Achievement Level (1 to 5)**

**Percentile Rank**



# How to prepare for Communicating with Your Child's Teacher?



UNDERSTANDING THE  
PURPOSE OF THE  
COMMUNICATION.



DEVELOPING THE  
METHOD IN WHICH  
YOU WANT TO  
COMMUNICATE.



WHAT ARE THE KEY  
COMPONENTS YOU  
WANT TO COVER IN  
YOUR  
COMMUNICATION?



HOW TO DEVELOP THE  
RIGHT QUESTIONS TO  
CREATE ON-GOING  
DIALOGUE?

# Question Formulation Technique (QFT)



**Process that helps parents with the ability to ask questions regarding their child's education.**

**Includes 5 steps:**

- 1. Producing your questions.**
- 2. Working to improve your question.**
- 3. Prioritize your questions**
- 4. Strategize on the steps and how to use the questions**
- 5. Reflect on what they learned by working their questions.**

# Producing Your Questions

Write  
down

Write down at least 5 questions relating to your topic.

Write  
down

Write down the questions as they come to your head.  
Do not worry about spelling, sentence structure etc.

Write  
down

Write down any statements, then change the  
statement to questions.

Write  
down

Write down additional questions that are related in  
nature.

# Improving your questions

- **Closed-ended questions avoid – these are questions that can be answered with a yes or no**
- **Open-ended questions –require an explanation or more information**

## Prioritize Questions

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**Which three questions do you want to get answered first?**

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**Which three questions are the most important to you?**

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**Which three questions will help you address the problem immediately?**

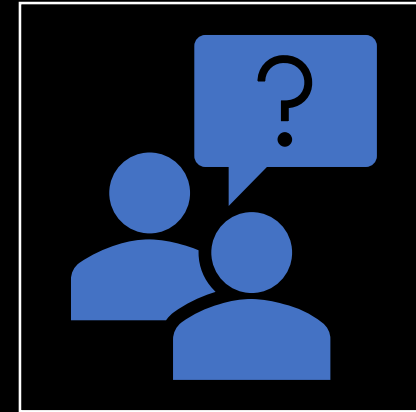
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**Which three questions will help you figure out your next steps?**

# Strategize on Next Step/Reflection



**How to strategize your questions to get more information.**



**Reflect on your questions to determine possible outcomes.**



# Examples of Questions

- *My child is demonstrating success in reading according to her report card, but not on FSA. She received an A. What grade-level strategies are you using in the classroom, and what strategies can I use at home.*
- *I understand students who are performing at level 4 -5 on FSA have flat lined. What steps are you taking to ensure my child can compete globally? What are indicators that he is challenged?*
- *You call me daily regarding my child's behavior. Please explain what are Tier 1 and Tier 2 strategies used to address his behavior? What measures are you using to determine if the strategies are working?*
- *What curriculum components are used in your class to address diversity?*

ANY

QUESTIONS?