



>Welcome



to our

FSA Parent Presentation Harbordale

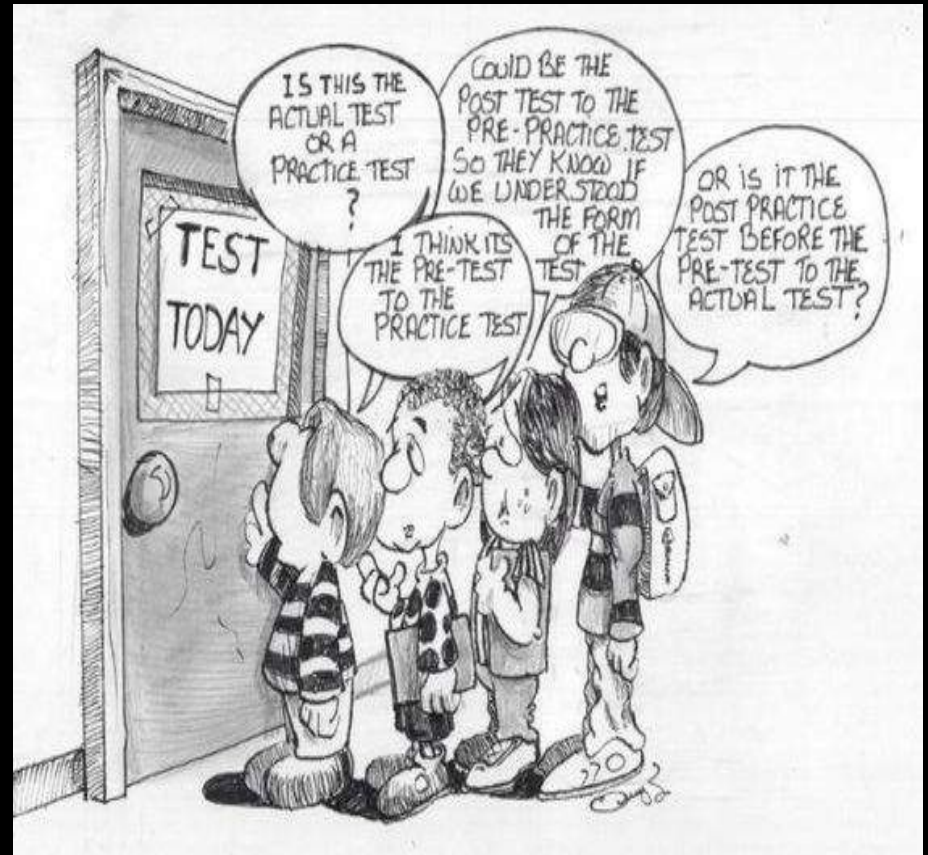
Elementary

January 31, 2018

I make sure my students have time for creative activities like coloring everyday, with # 2 pencils, bubbling in circles, on standardized tests!



someecards
user card



What is the FSA?



- The Florida Standards Assessment (FSA) is an authentic assessment that includes more than just multiple choice questions.
- Prepares Florida students for success in college, career, and in life by emphasizing analytical thinking.
- Measures student mastery of the standards taught.
- Meets high quality standards for assessment, including reliability and validity for a variety of accountability purposes.
- Emphasizes critical thinking.



Why the FSA is So Important!

We're an
"A"
School!

The Florida Standards Assessment (FSA) is the assessment Florida uses for student accountability and school accountability. The FSA measures student performance in grades 3-10 in Math, Reading (includes writing), and Science (FCAT). School grades are also determined largely by FSA scores. Florida has a policy of mandatory third grade retention.

Any third grader who scores a Level I in Reading on the FSA must be retained. Parents of students who are identified as being in danger of scoring Level I are notified by the schools in advance.

Fourth grade scores are used to determine placement in middle school magnet programs. They are looking for level 3's and higher.



The Florida Standards

What Do They Mean For Teaching and

LAFS Learning? MAFS

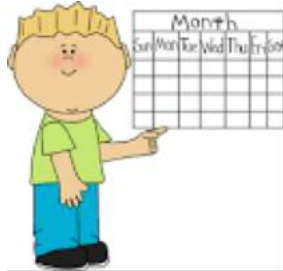
- Complex text & academic language
 - Reading, writing, listening and speaking based on evidence from text
 - Real-world applications
- Deeper understanding of mathematical concepts
 - Builds habits of productive mathematical thinkers
 - Real-world applications

Build knowledge through content-rich non-fiction text



- Modeling with pictures, technology, graphs, manipulatives





What are the Dates at Harbordale ?



FSA Testing Dates at Harbordale

 3rd Grade	ELA Tues. & Wed. April 2nd, 3rd Math Tues. & Wed. May 7th, 8th	80 minutes per day 80 minutes per day
 4th Grade	Writing Tues. April 2nd ELA Wed. & Thurs. May 1st, 2nd Math Tues. & Wed. May 7th, 8th	120 minutes (one day only) 80 minutes per day 80 minutes per day
 5th Grade	Writing Tues. April 2nd ELA Wed. & Thurs. May 1st, 2nd Math Tues. & Wed. May 7th, 8th *Science Fri. & Mon. May 3rd, 6th	120 minutes (one day only) 80 minutes per day 80 minutes per day 80 minutes per day

*The FCAT Science measures student success with the Next Generation Sunshine State Standards (NGSSS) and includes assessments in grades 5.



FSA Achievement Levels

The success a student has achieved with the Florida Standards will be assessed by FSA ELA and Mathematics assessments and is described by Achievement Levels that range from 1 (lowest) to 5 (highest).

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	support for the next grade Satisfactory: May need additional	Proficient: Likely to excel in the next grade	Mastery: Highly likely to excel in the next grade

Stamina Needed!

Reading is thinking. Students need to stay focused and think about what they are reading!



Florida Standards Assessments (FSA)				
English Language Arts – Writing				
Grade Level	Number of Days of Testing	Number of Sessions	Minutes per Session	Total Minutes per Grade Level
4*	1	1	120	120
5*	1	1	120	120
6*	1	1	120	120
7*	1	1	120	120
8	1	1	120	120
9	1	1	120	120
10	1	1	120	120
Retake**	1	1	120	120
English Language Arts – Reading				
Grade Level	Number of Days of Testing	Number of Sessions	Minutes per Session	Total Minutes per Grade Level
3*	2	2	80	160
4	2	2	80	160
5	2	2	80	160
6	2	2	85	170
7	2	2	85	170
8	2	2	85	170
9	2	2	90	180
10	2	2	90	180
Retake**	2	2	90	180
Mathematics				
Grade Level	Number of Days of Testing	Number of Sessions	Minutes per Session	Total Minutes per Grade Level
3*	2	2	80	160
4*	2	2	80	160
5	2	2	80	160
6	2	3	60	180
7	2	3	60	180
8	2	3	60	180

Test Length

Grade/Course	Number of Items
3	56-60
4	56-60
5	56-60
6	58-62
7	58-62
8	58-62
9	60-64
10	60-64
11	60-64

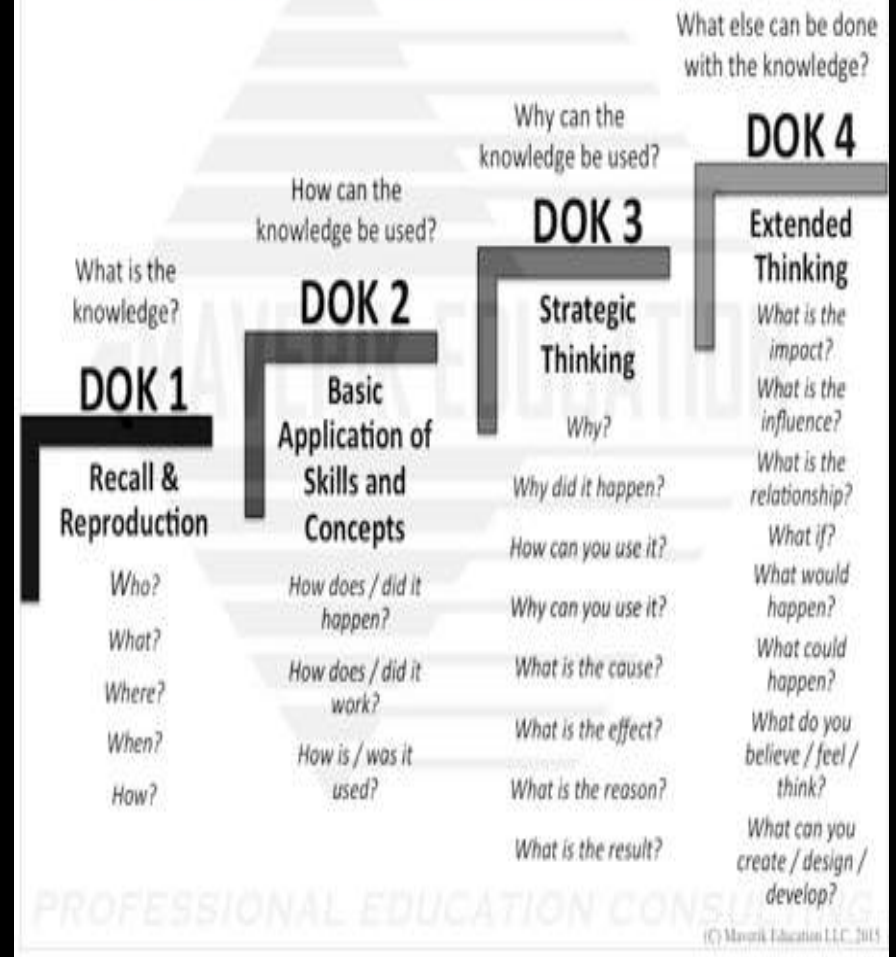
Note: Approximately 6-10 items within the Reading, Language, and Listening components listed above are experimental (field test) items and are included in the ranges above but are not included in students' scores.

Percentage of Points by Depth of Knowledge Level

Grade	DOK Level 1	DOK Level 2	DOK Level 3
3-11	10%-20%	60%-80%	10%-20%

Note: The Text-Based Writing component at grades 4-11 is a DOK level 3 task.

Webb's Depth of Knowledge



What Are WE Doing to Help Prepare Your Child?

Teaching the Florida Standards Daily

Differentiated Instruction to meet the needs of individual strengths and weaknesses.

Modeling and sharing activities to practice the skills and question types on the test.

Usage of websites like iReady



Become Familiar with the FSA or





Florida Standards Assessment Format



TEST FORMAT BY YEAR FOR FLORIDA'S STATEWIDE ASSESSMENTS
2014-2019

Assessment	2014-15	2015-16	2016-17	2017-18	2018-19
FLORIDA STANDARDS ASSESSMENTS					
Grade 3 ELA Reading	PBT	PBT	PBT	PBT	PBT
Grade 3 Mathematics	PBT	PBT	1 st year CBT	CBT	PBT
Grade 4 ELA	Writing	PBT	PBT	PBT	PBT
	Reading	PBT	1 st year CBT	CBT	CBT
Grade 4 Mathematics	PBT	PBT	1 st year CBT	CBT	PBT
Grade 5 ELA	Writing	PBT	PBT	PBT	PBT
	Reading	1 st year CBT	CBT	CBT	CBT
Grade 5 Mathematics	CBT	CBT	CBT	CBT	PBT
Grade 6 ELA	Writing	PBT	PBT	PBT	PBT
	Reading	CBT	CBT	CBT	CBT
Grade 6 Mathematics	CBT	CBT	CBT	CBT	PBT
Grade 7 ELA	Writing	PBT	PBT	PBT	PBT
	Reading	CBT	CBT	CBT	CBT
Grade 7 Mathematics	1 st year CBT	CBT	CBT	CBT	CBT
Grade 8 ELA (Writing & Reading)	CBT	CBT	CBT	CBT	CBT
Grade 8 Mathematics	1 st year CBT	CBT	CBT	CBT	CBT

Number of Words Per Page

The length and complexity of texts varies within each grade-level assessment. The table below suggests an approximate word count range for a text or text set.

Grade	Number of Words
3	100-700
4	100-900
5	200-1000

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1070	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

Accelerated Reader to Lexile Conversion Chart

AR	Lexile	AR	Lexile
1.1	25	3.9	675
1.1	50	4.1	700
1.2	75	4.3	725
1.2	100	4.5	750
1.3	125	4.7	775
1.3	150	5.0	800
1.4	175	5.2	825
1.5	200	5.5	850
1.6	225	5.8	875
1.6	250	6.0	900
1.7	275	6.4	925
1.8	300	6.7	950
1.9	325	7.0	975
2.0	350	7.4	1000
2.1	375	7.8	1025
2.2	400	8.2	1050
2.3	425	8.6	1075
2.5	450	9.0	1100
2.6	475	9.5	1125
2.7	500	10.0	1150
2.9	525	10.5	1175
3.0	550	11.0	1200
3.2	575	11.5	1225
3.3	600	12.2	1250
3.5	625	12.8	1275
3.7	650	13.5	1300

Source:
 Chetek, M. "Reading Conversion Charts." Lexile AR DRA Guided Reading Conversion Chart. 12 Nov. 2005. Charlotte County Public Schools. 18 Apr. 2007.
<http://jhp.ccpa.k12.fl.us/lexif/Readchart1105>

Texts That Can be on the Assessment...

Informational Text 50%

Primary Sources/Nonfiction

- Historical documents (e.g., Bill of Rights) /Essays (e.g informational, persuasive, analytical, historical, scientific) /Letters, journals, diaries

Secondary Sources/Nonfiction

- Magazine articles/ Newspaper articles/ Editorials/ Encyclopedia articles

Functional Materials

- Consumer documents (e.g., warranties, manuals, contracts, applications) / Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes) /How-to articles · Brochures, fliers · Schedules
- Website pages **Literary**

Nonfiction

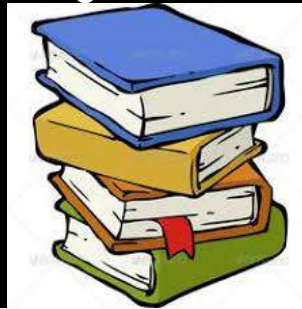
- Biographical and autobiographical sketches · Diaries, memoirs, journals, letters · Essays (e.g., personal and classical narratives) · Critiques



Literary Texts. 50%

Literary Fiction

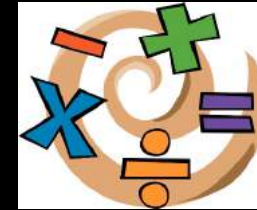
- Short stories
- Poetry
- Historical fiction
- Fables · Folk tales, tall tales · Legends · Myths · Drama
- Fantasy
- Excerpts from longer works



COMPREHENSION

I understand
what I read.

FSA Question Types



English Language Arts

- Multiple-Choice Items
- MultiSelect
- Selectable Text
- Editing Task Choice
- Evidence-Based Selected Response (EBSR)
- Table Match
- Multimedia

Math

- Multiple-Choice items
- Equation Editor/Gridded Response
- Editing Task Choice
- Selectable Hot Text
- Multiselect
- Matching

Possible Reading/Writing Topics

Essential Skills

- Literacy
- Communication
- Teamwork
- Leadership

Science, Technology, Engineering, and Mathematics

- Earth/Space Science
- Life Science
- Physical Science
- Concepts of Technology
- Computer Technology
- Information Technology
- Technology Processes
- Concepts of Engineering
- Engineering Tools
- Engineering Design and Testing
- Mathematics

Health and Physical Education

- Movement Competency
- Cognitive Abilities
- Lifetime Fitness
- Personal Health
- Health Care

Business Management and Administration

- Finance
- Business Plans
- Marketing
- Entrepreneurship
- Transportation of Goods
- Manufacturing
- Agriculture
- Hospitality Industry
- Tourism Industry

Social Studies

- American History
- Civics and Government
- Geography
- Economics
- Financial Literacy

World Languages

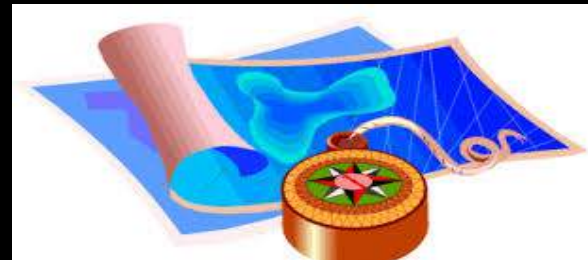
- Cultural Perspectives
- Cultural Comparisons
- Cultural Communities

Arts

- Dance
- Music
- Theater
- Visual Arts

Interests

- Adventure
- Animals
- Careers
- Entertainment
- Family
- Friendship
- Hobbies/Crafts
- Humor
- Mystery
- School
- Sports/Games
- Trips/Journeys



Passage example...

This passage set includes two traditional stories. The first passage is a traditional Native American tale. The second passage is a modern version of the trickster Fox tales from European folklore.

Passage 1: How the Moon Was Kind to Her Mother

1 Once upon a time, a long while ago, the Sun, the Wind, and the Moon were three sisters, and their mother was a pale, lovely Star that shone, far away, in the dark evening sky.

2 One day their uncle and aunt, Thunder and Lightning, asked the three sisters to have supper with them, and their mother said that they might go. She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit.

3 So the Sun, the Wind, and the Moon started out for the party with the Thunder and Lightning. Oh, it was a supper to remember! The table was spread with a cloth of rainbow. There were ices like the snow on the mountain tops, cakes as soft and white as clouds, and fruits from every quarter of the earth. The three sisters ate their fill, especially the Sun and the Wind, who were very greedy and left not so much as a crumb on their plates. But the Moon was kind and remembered her mother. She hid a part of her supper in her long white fingers to take home and share with her mother, the Star.

4 Then the three sisters said good-bye to the Thunder and Lightning and went home.

5 When they reached there, they found their mother, the Star, waiting and shining for them as she had said she would. "What did you bring me from the supper?" she asked.

6 The Sun tossed her head with all its yellow hair in disdain. "Why should I bring you anything?" she asked. "I went out for my own pleasure and not to think of you." It was the same with the Wind. She wrapped her flowing robes about her and turned away from her mother. "I, too, went out for my own entertainment," she said, "and why should I think of you, Mother, when you were not with me?" But it was very different with the Moon, who was not greedy and selfish as her two

sisters were. She turned her pale sweet face toward her mother and held out her slender hands. "See, Mother," cried the Moon, "I have brought you part of everything that was on my plate. I ate only half of the feast, for I wanted to share it with you." So the mother brought a gold plate, and the food that her unselfish daughter, the Moon, had brought her heaped the plate high. She ate it, and then she turned to her three children, for she had something important to say to them.

7 She spoke first to the Sun. "You were selfish, my daughter," she said. "You went out and enjoyed yourself with no thought of one who was left alone at home. Hereafter you shall be no longer beloved among men. Your rays shall be so hot and burning that they shall scorch everything they touch." And that is why, to this day, the Sun is hot and blazing.

8 Next the mother spoke to the Wind. "You, too, my daughter, have been unkind and greedy," she said. "You enjoyed yourself with no thought of anyone else. You shall blow in the parching heat of your sister, the Sun, and wither and blast all that you touch." And that is why, to this day, the Wind, blowing in hot weather, is so unpleasant.

9 But, last, the mother spoke to her kind daughter, the Moon. "You remembered your mother and were unselfish," she said. "To those who are thoughtful of their mother, great blessings come. For all time your light shall be cool, calm, and beautiful. You shall wane, but you shall wax again. You shall make the dark night bright, and all men shall call you blessed." And that is why, to this day, the Moon is so cool, bright, and beautiful.

"How the Moon Was Kind to Her Mother." In the public domain.

Passage 2: Sly as a Fox

10 Fox was hungry! He decided that eggs would make a good meal, so he trotted off to the pine forest. When Fox reached the forest, he searched for a nest. He knew if he could find a bird's nest, he would probably find eggs. There, deep in the forest, Fox found an evergreen tree so tall it seemed to touch the clouds. At the very top was a nest that belonged to Eagle. *I know just what to do*, thought Fox, picking some long blades of grass. *I'll trick Eagle and make her give me her eggs.*

11 Fox knocked on the tree and called loudly, "Eagle, throw me an egg!"

12 Eagle stared down at Fox from the top of the tree and replied, "No!"

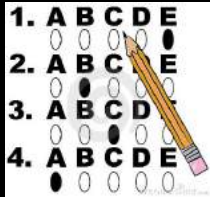
13 "I'm warning you, you'd better throw me an egg," repeated Fox. "If you don't, I'm going to use these sharp blades of grass to cut down your tree!" Because Fox's words frightened Eagle, she threw him an egg. Fox caught the egg in his paw, saying, "Now I want another one!" When Eagle refused, Fox said, "I'll cut down your tree and take all your eggs!" Eagle still felt scared, and so she threw another egg. Now Fox laughed at Eagle, saying, "I tricked you! Do you think it's possible to cut down a tree with some blades of grass?" And he ran away with the two eggs. Instead of being frightened, Eagle now was furious! She beat the air with her wings, grabbed Fox in her talons, and carried him away from the forest. Eagle flew over the mountains, over snow-covered fields, and over the deep ocean. At last Eagle landed on a very small island and set Fox down upon a rock. "Now you'll never trouble me again!" Eagle said. Taking her eggs back, she flew into the sky like a bolt of lightning.

14 Since the island was a small dot in the icy sea, Fox decided to walk all around it. As he walked, he made up a song. "How can I get off this island?" he sang. "What can I do, what can I do?" As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water! Seals, walrus, and whales poked their heads out of the water. They all listened to Fox's song. Then the sea creatures spoke and asked Fox what he was singing. "We couldn't make out the words," the animals explained. This gave Fox an idea. He could get the sea animals to aid in his escape.

15 "Thank you for listening to my song!" Fox said politely. "I'll sing it again so you can understand the words." This time, though, Fox sang these words instead: "Which has more animals, the land or the sea?" The seals, walrus, and whales all spoke up like one creature. "Of course there are more animals in the sea!" they exclaimed. "Hmm," Fox said, "I wonder how we can prove this? Why don't you come to the top of the water and make a bridge from this island to the next one? I can walk over all of you and count as I go." And so every seal, walrus, and whale rose to the top of the water. They created a huge bridge across the sea. Then Fox jumped onto the back of the first animal and walked from the back of one animal to the next. As he walked, he pretended to count.

16 *I'm certainly clever*, he thought. *That saying about being "sly as a fox" describes me so well!*

17 Finally, he got to the last creature. Fox jumped down as quickly as he could. He landed on dry earth, turned and thanked the sea animals, and sang to himself as he ran home.



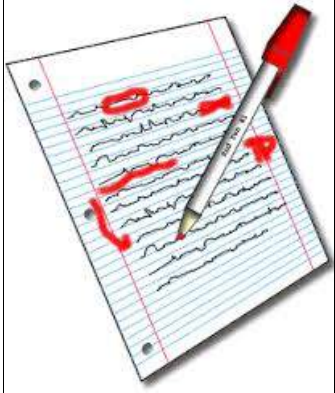
Sample Question Format for Reading Assessment

Multiple Choice Items

For these items, choose the best answer from the answer choices, and fill in one bubble for the correct

What is the relationship between paragraphs 2 and 3 in the passage?

- Ⓐ comparison
- Ⓑ introduction
- Ⓒ cause and effect
- Ⓓ question and answer



Editing Task Choice

Read the passage and then answer Numbers 5 through 7. There are three underlined words or phrases in the passage to show which word or phrase may be incorrect.

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 words.

After school, Sam and his mom began to practice spelling. Sam 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.

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 we started to laugh.

Sam was surprised, and we started to laugh.

- (A) she
- (B) he
- (C) I
- (D) correct as is

If he worked hard, he knew he could learn all of the words.

- (A) word's
- (B) words'
- (C) wordes
- (D) correct as is



Selectable Text

Excerpted sentences from the text are presented in this item type. These items may have one or two parts. In a two-part selectable text item, Part A might ask the student to make an analysis or an inference, and Part B might require the student to select the text to support the answer in Part A.

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the main idea of the passage?

- Ⓐ Scientists want to learn more from Tyrannosaurus Sue's skeleton.
- Ⓑ Susan Hendrickson accidentally discovered the fossilized bones of a *T. rex*.
- Ⓒ Susan Hendrickson's discovery has allowed scientists to learn a lot about the *T. rex*.
- Ⓓ Scientists can now study Tyrannosaurus Sue's bones because of how the skeleton is displayed.

Fill in the circles **before two** sentences from the passage that support your answer in Part A.

- 5 Ⓐ Paleontologists have learned so much from studying Sue's bones.
 Ⓑ From the position of her eye sockets, they've learned that Sue had good depth perception. Ⓒ This helped her to be a fierce hunter who could tell how far away her next meal was. Ⓓ From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. Ⓔ From the length of her snout, they've discovered that *T. rexes* had a sharp sense of smell—another quality that gave strength to these giant predators.
- 6 Ⓕ Scientists still have many questions and hope to learn even more from Sue. Ⓖ They would like to figure out whether Sue was male or female, to know whether she was warm- or cold-blooded, and to learn more about her daily activities. Ⓖ Thanks to Susan Hendrickson, Peter Larson, and the rest of the team from the Black Hills Institute, paleontologists all over the world will get the chance to continue to study Sue and try to find some of these answers.

Evidence-Based Selected Response (EBSR)



In this two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple-choice, whereas Part B may be either multiple-choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A.

Part A

What is the meaning of the word extravagant as it is used in this sentence from the passage?

"Bridger's stories were funny, extravagant, and often unbelievable." (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.

Table Match

This item type presents options in columns and rows. Options may include words, phrases, sentences, quotations, line/paragraph/passage numbers, or images. The student is directed to select a box that matches a correct option from a column with a correct option from a row. Typically, there is only one correct option per row or column, though the number of correct answers may vary.

Fill in the circles to create a summary of Passage 2 by putting the events in the correct order.

	First	Next	Then	Finally
Eagle takes Fox to an island.	(A)	(B)	(C)	(D)
Fox tricks Eagle into giving him her eggs.	(E)	(F)	(G)	(H)
Fox makes up a song to trick the animals.	(I)	(J)	(K)	(L)
The animals build a bridge for Fox to walk over.	(M)	(N)	(O)	(P)

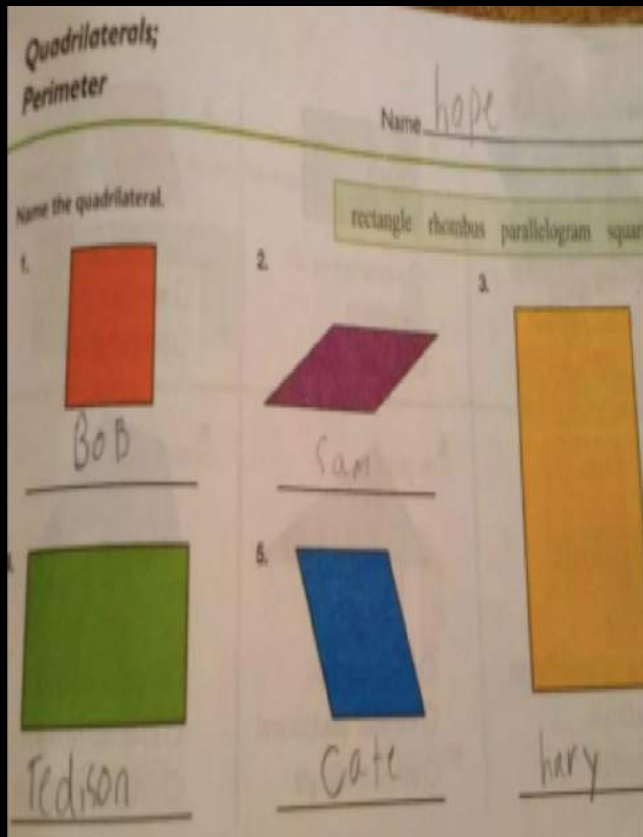
Fill in the circles to show whether each option describes Jess or Leslie in Passage 1.

	Jess	Leslie
becomes a leader in the forest	(A)	(B)
is not sure if the forest is haunted	(C)	(D)
changes after arriving in Terabithia	(E)	(F)
suggests listening to better understand the forest	(G)	(H)



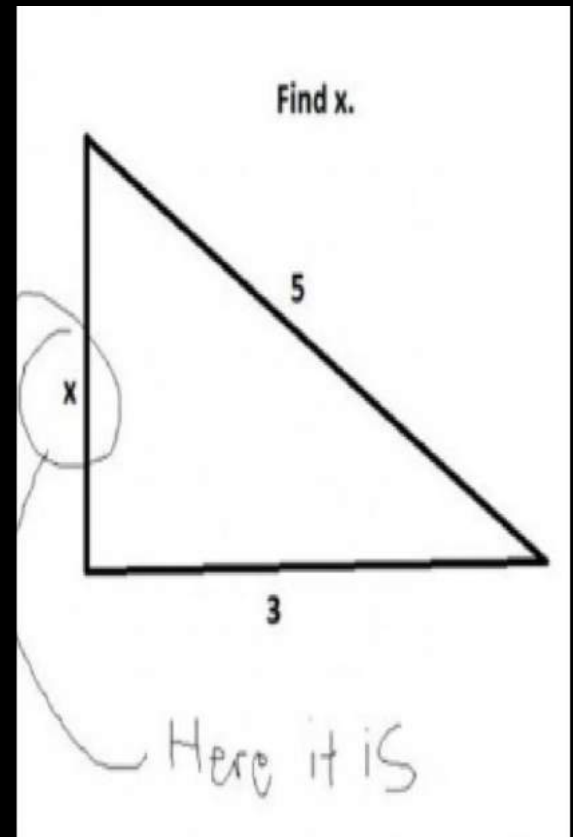
Some Math Humor

Expectations vs. Reality



To change centimeters to meters
you ?.

take out centi



Get photomath

Smart camera calculator



Android app available early 2015.
Subscribe to our [mailing list](#) to get notified.

Instant results

PhotoMath reads and solves mathematical expressions by using the camera of your mobile device in real time. It makes math easy and simple by educating users how to solve math problems.

FLUENCY

Required Fluency

K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20
	Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100
	Add/subtract within 1,000
4	Add/subtract within 1,000,000
5	Multidigit multiplication
6	Multidigit division
	Multidigit decimal operations
7	Solve $px + q = r$, $p(x + q) = r$



Tips for acing FSA Math

- Ask students to show their work. .
- Students should closely read all word problems to better understand the task.
- Students should underline or circle key words and numbers in words problems.
- Help students follow these steps:
 - What I need to find?
 - What information do I need to use?
 - How will I use the information?
 - Solve the problem (might be two steps)

Grade 4 FSA Mathematics Reference Sheet

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 = 1000 millimeters
1 kilometer = 1000 meters

1 liter = 1000 milliliters

1 gram = 1000 milligrams
1 kilogram = 1000 grams

Time Conversions

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

Formulas

$$A = lw$$

$$P = 2l + 2w$$

Grade 5 FSA Mathematics Reference Sheet

Customary Conversions

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1 cup = 8 fluid ounces
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Metric Conversions

1 meter = 100 centimeters
1 meter = 1000 millimeters
1 kilometer = 1000 meters

1 liter = 1000 milliliters

1 gram = 1000 milligrams
1 kilogram = 1000 grams

Time Conversions

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

Example FSA Math Questions

Multiple Choice Items



For these items, they'll choose the **best** answer from the **answer choices**, and fill in one bubble for the correct answer

How many times greater is the value of 5 in 2,573 than the value of 5 in 6,459?

- (A) 10
- (B) 50
- (C) 100
- (D) 500

The product of the following expression is 34,572.

$$\begin{array}{r} 402 \\ \times \square 6 \\ \hline \end{array}$$

What is the missing digit?

- (A) 0
- (B) 1
- (C) 7
- (D) 8

Tracy has a broken ruler, but she can use it to measure the length of her pencil.

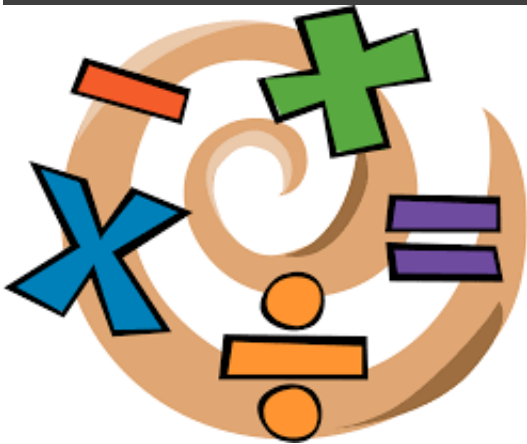
What is the length, in inches, of the pencil shown?



- (A) 8 inches
- (B) $7\frac{3}{4}$ inches
- (C) 5 inches
- (D) $4\frac{3}{4}$ inches

Multiselect Items

For these items, they'll choose more than one correct answer from the answer choices, and fill in the bubbles for more than one correct answer. They have to be sure to read the item carefully



Which statements correctly compare two numbers?

- Ⓐ $2,059 > 2,095$
- Ⓑ $2,095 < 2,059$
- Ⓒ $2,059 < 2,095$
- Ⓓ $2,095 > 2,059$
- Ⓔ $2,059 = 2,095$

Select all the situations that can be represented by $35 \div 5$.

- Ⓐ Heidi has 35 apples after picking the same number of apples each day for 5 days.
- Ⓑ Heidi has 35 apples and places an equal number of apples into 5 baskets.
- Ⓒ Heidi has 5 apples and needs more apples to deliver to a customer.
- Ⓓ Heidi has 35 apples, and her friend gives her 5 more.
- Ⓔ Heidi has 35 apples and gives 5 of them to a friend.

Editing Task Choice

The student fills in a bubble to indicate the correct number, word, or phrase that should replace a blank or a highlighted number, word, or phrase

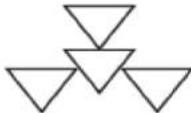


A pattern starts with one triangle and follows the rule: "Add one triangle to the top, add one triangle to the left, and add one triangle to the right." The first three figures for the pattern are shown.

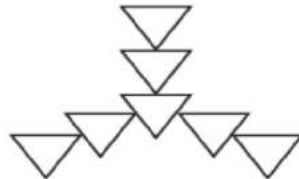
1st Figure



2nd Figure



3rd Figure



Complete the statement to describe the 4th figure for the pattern shown. For each blank, fill in the circle **before** the word or phrase that is correct.

The 4th figure for the pattern will have an even odd number of triangles

because

- adding an even number to an even number will always equal an even number.
- adding an even number to an even number will always equal an odd number.
- adding an odd number to an odd number will always equal an even number.
- adding an odd number to an odd number will always equal an odd number.

The location of point M on the coordinate plane is $(2, 7)$.

Select numbers to describe point M on the coordinate plane. For each blank, fill in the circle **before** the number that is correct.

Point M is 0 2 5 7 9 units away from the origin in the direction of the x-axis.

Point M is 0 2 5 7 9 units away from the origin in the direction of the y-axis.

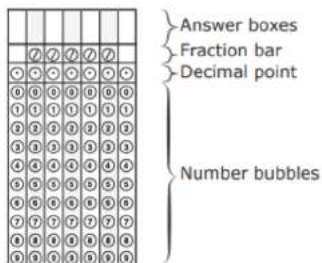


Equation Editor

The student fills in bubbles indicating numbers and mathematical symbols to create a response. Students respond in response grids in which they write their answer in the boxes at the top of the grid, then fill in the corresponding bubble underneath each box

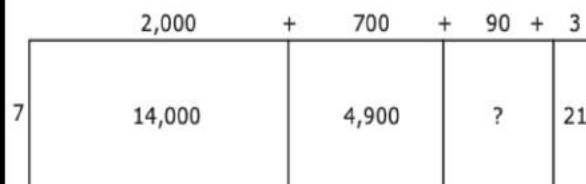
Directions for Completing the Response Grids

- Work the problem and find an answer.
- 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.
- 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.

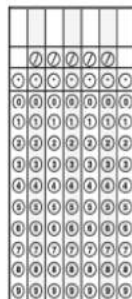


This question has **two** parts.

Two numbers are multiplied using the area model shown.

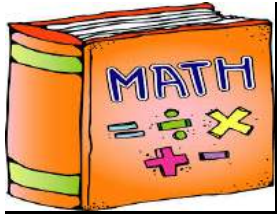


Part A. What is the value of the missing number in the area model?



Part B. What is the product of the two numbers represented by the area model?





Matching Items

Select $>$, $<$, or $=$ to complete a true comparison for each pair of fractions.

	$>$	$<$	$=$
$\frac{4}{3} \square \frac{6}{5}$	(A)	(B)	(C)
$\frac{6}{2} \square \frac{9}{3}$	(D)	(E)	(F)
$\frac{3}{2} \square \frac{7}{4}$	(G)	(H)	(I)

Match each number to the value of the number rounded to the nearest 10.

	180	190	200
181	(A)	(B)	(C)
186	(D)	(E)	(F)
194	(G)	(H)	(I)

4th and 5th Grade Writing

- 120 minutes in length
- Having to read 2 or more related texts
- Read, Comprehend, and Respond to an Opinion or Informational Prompt
- Being graded on organization (4points), details (4 points), and conventions (2 points) used
- Score combined with Reading Assessment





Word Count Range for Text Sets (Several texts written on a single topic)

800 – 1300

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.

Neat Is Nice, But Clutter Is Cool?

Too Much Stuff!

1 Pictures from vacation, spelling tests, a plumber's business card, a postcard from a relative, a dentist appointment reminder. What do all these things have in common? You might find all of them on your refrigerator door. Your refrigerator door can tell you more about your family than you might think.

2 In 2012, scientists studied 32 families in Los Angeles. They found that most of these families had too much stuff. One easy way to tell if a family had too many things was to look at their refrigerator door. If there was a lot of clutter on the door, there was likely to be a lot of clutter in the house.

3 The scientists studied the families for four years. Here are a few more things they found out:

- Many families filled their garages with anything but a car. Furniture, boxes of clothes, toys, and appliances filled the space. Three out of four garages were too full to even hold cars.

The readings talked about clutter and being tidy. Write an essay in which you give your opinion: Is clutter sometimes okay, or should you always try to be neat? Use the information from 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

- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your writing should be in the form of a well-organized, multiparagraph essay.

Sample Prompts



Directions:

The sources talked about Juliette Gordon Low. Write an informative essay in which you explain who Juliette Gordon Low was and why she formed the Girl Scouts organization. Use evidence from the sources to support your answer.

Manage your time carefully so that you can:

- Read the passages;
- Plan your responses;
- Write your response; and
- Revise and edit your response.

Be sure to include:

- an introduction
- support for your controlling idea using information from the passages; and
- a conclusion that is related to your controlling idea.

Your writing should be in the form of a well-organized, multi paragraph essay.

Directions:

The passages are about bottled water. Write an essay in which you give your opinion about which system would be better for your school; selling bottled water or buying a water purification system and why the other idea would not be a good choice for your school. Support your opinion with evidence from the sources.

Manage your time carefully so that you can:

- Read the passages;
- Plan your responses;
- Write your response; and
- Revise and edit your response.

Be sure to include:

- an introduction
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your writing should be in the form of a well-organized, multi paragraph essay.



Purpose, Focus, and Organization		Evidence and Details		Score 0	Score 1	Score 2	Conventions					
Score 4	<p>My writing response is fully supported and always focused with the purpose, audience, and task. My writing is clearly organized, in a logical order, and is complete. My writing includes most of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A clearly stated opinion that is strongly supported with little or no loosely related details <input type="checkbox"/> Expert use of transitional words/phrases to explain the connections between my ideas <input type="checkbox"/> Well organized ideas from beginning to end with a well-written introduction and conclusion 	Score 4	<p>My writing shows detailed and convincing support/evidence for my opinion and includes the expert use of sources, facts, and details. My writing includes most of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Important evidence included smoothly and completely with references to sources <input type="checkbox"/> Expert use of different types of details (Including but not limited to definitions, quotations, and examples) <input type="checkbox"/> Clearly written ideas using specific/precise language <input type="checkbox"/> Academic vocabulary is clearly appropriate for the audience and purpose <input type="checkbox"/> Many types of sentence structures 					Score 0	My writing shows that I'm still learning how to use conventions. I have so many errors that it confuses the reader.	Score 1	<p>My writing shows that I only understand parts of basic conventions. My writing may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Many errors in word usage <input type="checkbox"/> Little or no use of punctuation, missing capital letters, incomplete or run-on sentences, and many spelling errors in words I should know how to spell. 	Score 2
Score 3	<p>My writing response is supported and usually focused with the purpose, audience, and task. My writing has organization and a sense of completeness. My writing includes most of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A stated opinion, but there are some loosely related details <input type="checkbox"/> Acceptable use of transitional words/phrases to explain the connections between my ideas <input type="checkbox"/> Organized ideas from beginning to end with an acceptable introduction and conclusion 	Score 3	<p>My writing shows acceptable support/evidence for my opinion and includes the use of sources, facts, and details. My writing includes most of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence from sources, though my references might be too general <input type="checkbox"/> Acceptable use of different types of details (i.e. definitions, quotations, and examples) <input type="checkbox"/> Acceptable written ideas that show a mix of specific and general language <input type="checkbox"/> Academic vocabulary is mostly appropriate for the audience and purpose <input type="checkbox"/> Some difference in sentence structures 	Score 1	My writing shows little or no support/evidence for my opinion and includes little if any use of sources, facts, and details. My writing may include the following:	Score 2	<p>My writing shows that I only understand parts of basic conventions. My writing may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Many errors in word usage <input type="checkbox"/> Little or no use of punctuation, missing capital letters, incomplete or run-on sentences, and many spelling errors in words I should know how to spell. 	Score 0	My writing shows that I'm still learning how to use conventions. I have so many errors that it confuses the reader.	Score 2	<p>My writing shows acceptable understanding of basic conventions. My writing may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some minor errors in word usage, but I don't repeatedly make the same error. <input type="checkbox"/> Acceptable punctuation, capitalization, sentences, and spelling 	Conventions
Score 2	<p>My writing response is somewhat supported with the purpose, audience, and task but has unrelated information. My writing has unpredictable organization. My writing might include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> An opinion that is only partly focused and is not well supported with details, or an opinion that is not clear <input type="checkbox"/> Some transitional words/phrases used with little variety <input type="checkbox"/> Uneven organization of ideas from beginning to end and little or no introduction and/or conclusion 	Score 2	<p>My writing shows uneven or random support/evidence for my opinion and includes only some use of sources, facts, and details. My writing may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weak evidence from sources and unusual or pointless references <input type="checkbox"/> Repeating the same types of details or using them incorrectly <input type="checkbox"/> Unclear or very simple ideas written <input type="checkbox"/> Academic vocabulary is inappropriate for the audience and purpose <input type="checkbox"/> Most sentences are short, simple sentences 	Score 1	<p>My writing shows little or no support/evidence for my opinion and includes little if any use of sources, facts, and details. My writing may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Little or no evidence from the source text <input type="checkbox"/> Ideas that are not clear or confusing <input type="checkbox"/> Limited language and inappropriate academic vocabulary <input type="checkbox"/> Sentences are short, simple sentences 	Score 1	<p>My writing shows that I only understand parts of basic conventions. My writing may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Many errors in word usage <input type="checkbox"/> Little or no use of punctuation, missing capital letters, incomplete or run-on sentences, and many spelling errors in words I should know how to spell. 	Score 0	My writing shows that I'm still learning how to use conventions. I have so many errors that it confuses the reader.	Score 2	<p>My writing shows acceptable understanding of basic conventions. My writing may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some minor errors in word usage, but I don't repeatedly make the same error. <input type="checkbox"/> Acceptable punctuation, capitalization, sentences, and spelling 	Conventions
Score 1	<p>My writing response is connected to the topic by may show little or no connection to the purpose, audience, and task. My writing may have little or no organizational structure. My writing may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No opinion, a confusing opinion, or an unclear opinion <input type="checkbox"/> Many extra details that are not related to the topic <input type="checkbox"/> Few or no transitional words/phrases <input type="checkbox"/> Not enough written to show focus or organization 	Score 1	<p>My writing shows little or no support/evidence for my opinion and includes little if any use of sources, facts, and details. My writing may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Little or no evidence from the source text <input type="checkbox"/> Ideas that are not clear or confusing <input type="checkbox"/> Limited language and inappropriate academic vocabulary <input type="checkbox"/> Sentences are short, simple sentences 	Score 1	<p>My writing shows little or no support/evidence for my opinion and includes little if any use of sources, facts, and details. My writing may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Little or no evidence from the source text <input type="checkbox"/> Ideas that are not clear or confusing <input type="checkbox"/> Limited language and inappropriate academic vocabulary <input type="checkbox"/> Sentences are short, simple sentences 	Score 1	<p>My writing shows that I only understand parts of basic conventions. My writing may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Many errors in word usage <input type="checkbox"/> Little or no use of punctuation, missing capital letters, incomplete or run-on sentences, and many spelling errors in words I should know how to spell. 	Score 0	My writing shows that I'm still learning how to use conventions. I have so many errors that it confuses the reader.	Score 2	<p>My writing shows acceptable understanding of basic conventions. My writing may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some minor errors in word usage, but I don't repeatedly make the same error. <input type="checkbox"/> Acceptable punctuation, capitalization, sentences, and spelling 	Conventions

Ugh! That hideous, and nasty graffiti 4,4,2
that wall! How can anyone stand this horrible
art. Just looking at it sends shivers down my
spine. Somebody has to send some operation to
clean this up! (They did but I'll get more
into that later) And even worse it's on a
valuable school! Man, this school sure needs
help! This is why, I think students should
be able to improve their schools from activities.

To start with, if students will be able
to paint on the walls, (I'm sure art not graffiti) it
can do many benefits for schools. Such as giving
schools a better look. You can brighten up the
plain old hallways. Give it that spark of imagination
and creativity that's inside of you! Make your
school a place where people want to be and make
that visit pleasurable! Secondly, morals can
paint messages. Such as courage, perseverance,
etc. This could lift students' spirits when
they are feeling down. This reminds me of the
time I started the school. The hallways were so
dull I couldn't even stand the place. What I
didn't know for is that for the first
assignment of the school year we have to
express ourselves in a moral. The next day

Improving Schools

4,4,2

Brush, slush, bash, clash! This is the
sound of students doing an activity to help
their school. I think students should do fun
things to help around their school. In my
opinion it sounds SUPER fun!

As a general rule, students definitely
should do activities to help make their school
a better place. In text one, paragraph two
the author wrote, a man named Micheal
Howard was driving to work. He noticed a
white wall with red graffiti all over it. Soon,
he noticed graffiti everywhere he went.
Micheal was a teacher. Finally, one day
he asked his students why they did
graffiti all over the walls of the neighbor-
hoods. They told him it made them feel
important. Howard then thought and
thought.... then he got the OCS! The
Operation Clean Slate (OCS) helped kids
make murals instead of ruining their town
with graffiti. What a fabulous idea! If I
was the principal of my school I definitely

It is my personal belief that students ^{2,2,2} should be able to participate in school activities. I feel this way because students are responsible to take care of things. It doesn't always have to be the older ones doing everything for the "young children".

First of all, students should be able to participate or at least try something an adult might do. These activities show students how to be responsible. Many people may not agree with me but if an adult always has to do something for the little kids then how are they supposed to try new things. How would know if the students like it or not. School gardens and clean up efforts such as picking up trash or painting walls, can teach the children the value of work. On the other hand, with many dangers these tasks present, the jobs are better left in the hands of adults. For example, students should be at least allowed to plant something

Have you ever wanted to improve your ^{3,2,1} school and have school activities? Well you are in luck I will tell you my opinion about having to improve our school and doing school activities. I think we shouldn't have school activities or improve it because, students lead busy lives, kids make mistakes, kids could get hurt easily.

One reason we shouldn't improve our schools or have school activities is because students lead a busy life students have to do classwork, homework, chores and, after school activities and sometimes have other homework and teachers worry that the students don't have enough time to do classwork. That why I think we shouldn't have to improve a school or do school activities.

Another reason is, kids make mistakes and grown ups don't for example if you gave a child a job to paint the wall he/she would make a mistake, like leaving a space blank or painting over window. So, I think improving schools and doing school activities should be left to be done by grown ups. That another reason we shouldn't have to improve schools or have school activities.

I think Students should not do activities to improve schools.

In the text it said Kids need tutoring and this extra time spent outside of the classroom would keep them from being able to get help. Some kids need extra help. Another reason students should not have activities because having to do all of that work outside of class would also cut down on a student's time to have fun. Also it's not the kids' jobs to clean up the school. While some kids may like this, others will not enjoy it. Another reason why students should not do activities to improve schools is kids need supervision. Kids can get hurt.

This information proves that students should not do activities to improve schools.

Yes students should do activities to improve schools because they sound fun. Also your helping the school do the hard work.

In article two Jennine Paasaid planting is good XP for you and eating it. Also graffiti is like public art. For example if you worked at a building that's dull and someone graffitied it it would look less dull.

There is a lot of things that can help the school. You can help the school. This will help the school so so much.

X. why are there rings on Saturn?

Because God liked it, so he

put a ring on it. ~~Saturn was~~

~~NOT a single~~

~~body~~

Name six animals which live specifically in the Arctic.

Two polar bears
~~Three~~ Four seals

Daily Word Problems
Monday - Week 17



Marcus is the strongest kid in second grade. He used to lift 12 pounds. Now he can lift 97 pounds.

How much more can he lift now?

Marcus is on
steroids

EVERYTHINGFUNNY.ORG

d. metamorphic rock

b. igneous rock

c. sedimentary rock

d. pet rock

Extra credit: What is the strongest force on earth?

~~Love~~

Science FCAT – 5th Grade

- Follows NGSS Standards
- Paper and pencil
- Tests cumulative standards
- from previous grades
- Students can access Stemscope lessons at all grade levels on SS0



Sample Science questions...

Roger collected four rock samples and wrote a description of how each was formed. Which of the following rocks that Roger collected is a metamorphic rock?

A.



Formed from magma that cooled slowly

C.



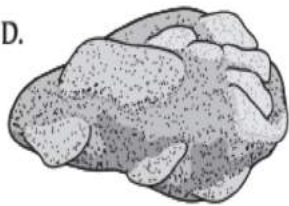
Formed from lava that cooled quickly

B.



Formed by pressure and heat over time

D.



Formed by pieces of rock cemented together

Plants are classified according to their structures. The plant pictured below reproduces without seeds and has simple tubes for transporting water.

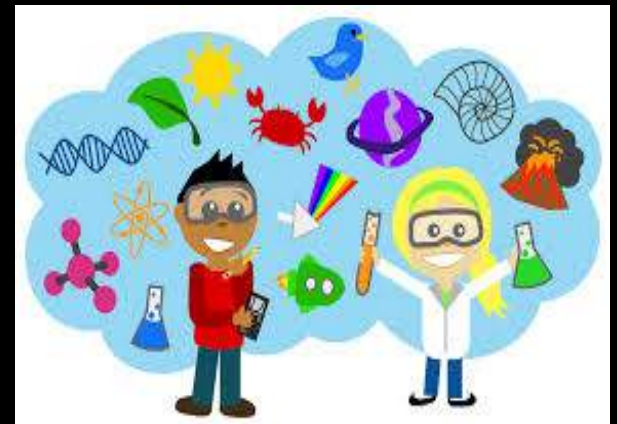
































































In which group of plants would this plant be classified?

- E. spore-producing plants with many leaves
- G. plants that produce fruit on their leaves
- H. plants that carry seeds on their leaves
- I. flowering plants with many leaves

Astronomers study many different kinds of objects in our Solar System. Which of the following best describes a difference between comets and asteroids?

- E. Comets orbit planets, and most asteroids orbit the Sun.
- G. Comets are hot balls of gas, and asteroids are made mostly of ice.
- H. Comets are made mostly of ice, and asteroids are made mostly of rocks.
- I. Comets orbit the Sun between Mars and Jupiter, and asteroids form patterns in the sky.



	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Big Idea 1: The Practice of Science						
Big Idea 2: The Characteristics of Scientific Knowledge						
Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models						
Big Idea 4: Science and Society						
Big Idea 5: Earth in Space and Time						
Big Idea 6: Earth Structures						
Big Idea 7: Earth Systems and Patterns						
Big Idea 8: Properties of Matter						
Big Idea 9: Changes in Matter						
Big Idea 10: Forms of Energy						
Big Idea 11: Energy Transfer and Transformations						
Big Idea 12: Motion of Objects						
Big Idea 13: Forces and Changes in Motion						
Big Idea 14: Organization and Development of Living Organisms						
Big Idea 15: Diversity and Evolution of Living Organisms						
Big Idea 16: Heredity and Reproduction						
Big Idea 17: Interdependence						
Big Idea 18: Matter and Energy Transformations						

FSA Portal

<http://www.fsassessment.org>

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Florida
Standards Assessments

Test Administrators

District Assessment Coordinators

School Assessment Coordinators

Students and Parents

Educators

Recent Announcements

- See the [2014-2015 Assessment Accommodations Frequently Asked Questions](#) document for information and guidance regarding the provision of assessment accommodations for students with disabilities and English Language Learners.
Added January 16, 2015
- The FSA Training Test Site has been updated. Please see the Training Test Guide at www.fsassessments.org/training-tests for more information.
Added October 17, 2014
- A flyer that offers general information about the FSA program has been created for Florida families. You may access this [new resource](#) in the FDOE Announcements and Schedules folders on the Resources pages.
Added September 8, 2014
- The Florida Standards Assessments System Requirements for Online Testing have been

Welcome!

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

For information about FCAT 2.0 or NGSSS 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.

Visit FDOE

Secure Browser

FSA

Helping Your Child At Home



Use Technology as review.



Read together EVERY night.



Ask you child questions.



Make sure your child is using TEXT EVIDENCE.



Review multiplication and division tables.



Review your child's homework.



Building Reading Stamina



Reading stamina is a child's ability to focus and read independently for long periods of time without being distracted or without distracting others. More time spent reading independently will lead to greater achievements in reading.

How you can help your child develop reading stamina?

- Choose "just right" books. Help your child choose books that he/she can read independently. This means he/she should be able to decode almost every word in the book correctly.
- Start with 20-30 minutes of reading time, and work up from there. Add a few minutes to your reading time every week or so. Keep track of your child's progress and celebrate successes!

Websites Students Can Use At Home



- SSO Launchpad:
- iReady Reading and Math
- NewsELA
- Spelling/Vocabulary City
- Flocabulary (not on SSO)



Practicing for the Test

Prior to administering each assessment, test administrators conduct a practice test that contains sample test items to prepare students for the item types they will encounter during testing. Practice Tests are available in the FSA Portal for students to practice on their own.

Get Ready Before Testing

·Avoid the morning rush.

Set out uniform the night before. Get to school a few minutes earlier than you usually do.



·Get plenty of rest the night before each testing day

You need 8-10 hours of sleep, so go to bed by 10pm.

·Eat a good nutritious breakfast the morning of each testing day

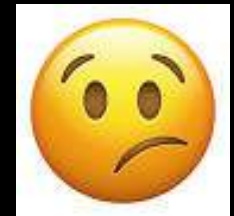
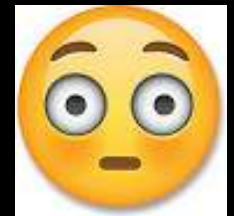
·Take advantage of our FREE breakfast to ensure you are here on time.

(Milk w/cereal, eggs, and fruits.)



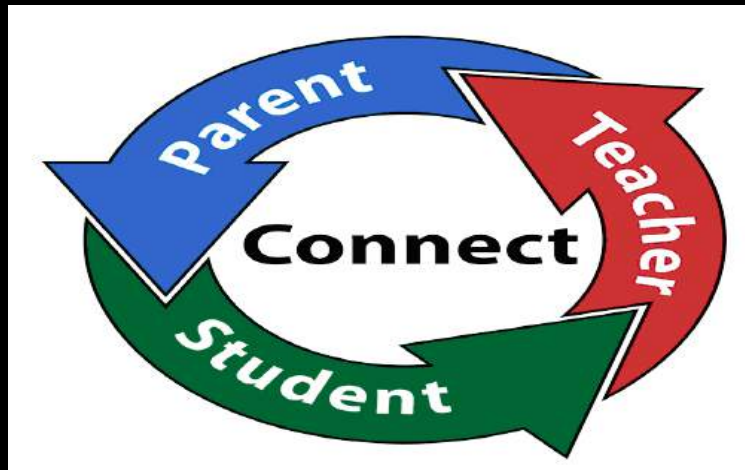
How you can help before the test!

- Don't show your anxiety about your child's test scores.
- The best advice you can give your child is "relax and do your best!"
- Provide a structured routine for test practice activities, and building stamina. Refer to resource handout.
- Give encouragement and positive reinforcement. Talk with them about their fears. Remind them it is a test on everything they already know, and learned in school.
- Discuss good listening skills, follow directions, using test-taking strategies learned at school.
- Limiting electronics/screen time before testing will help students focus as well



At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.

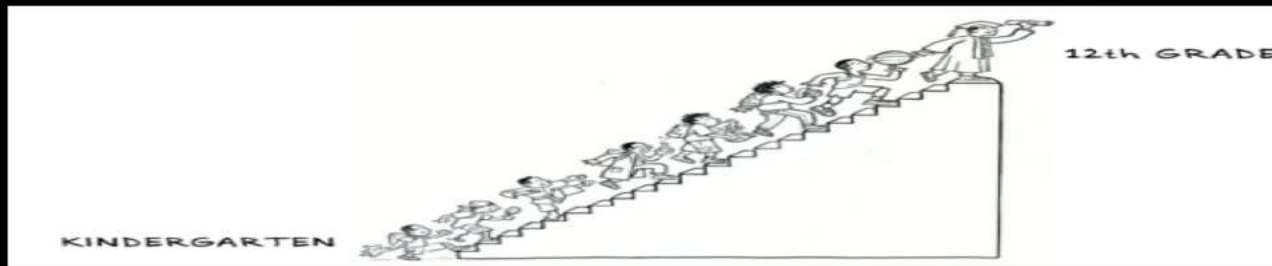
Jane D. Hull



Thank you for your continued support in your child's education.

Closing Thoughts

The Florida Standards are clear and consistent. They will equip our students with the knowledge and skills they need to graduate high school and 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 in the global marketplace.



**Don't ask kids what they want to be
when they grow up. Ask them what
problems they want to solve.
This changes the conversation from who
do I want to work for to what do I need to
learn in order to be able to do that.**
- Jaime Casap -



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bearing on ~~how~~ well he walks, talks, reads ~~or~~ does algebra.

2. That the single biggest predictor of high academic achievement and high ACT scores is reading to children. Not flash cards, not workbooks, not fancy preschools, not blinking toys or computers, but Mom or Dad taking the time every day or night (or both!) to sit and read them wonderful books.

3. That being the smartest or most accomplished kid in class has never

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Thank you for coming!
Any questions or concerns?
Contact me at

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