



THE FSA ELA: WHAT EVERY PARENT SHOULD KNOW

*Glades Middle
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Intended Outcomes

What are the Florida Standards?

What are the test formats?

What is in the FSA ELA Reading and Writing?

What types of questions are included on the FSA ELA?

What are the changes for the 2018-2019 school year?

What does a student need to make learning gains?

When will students take the FSA ELA?

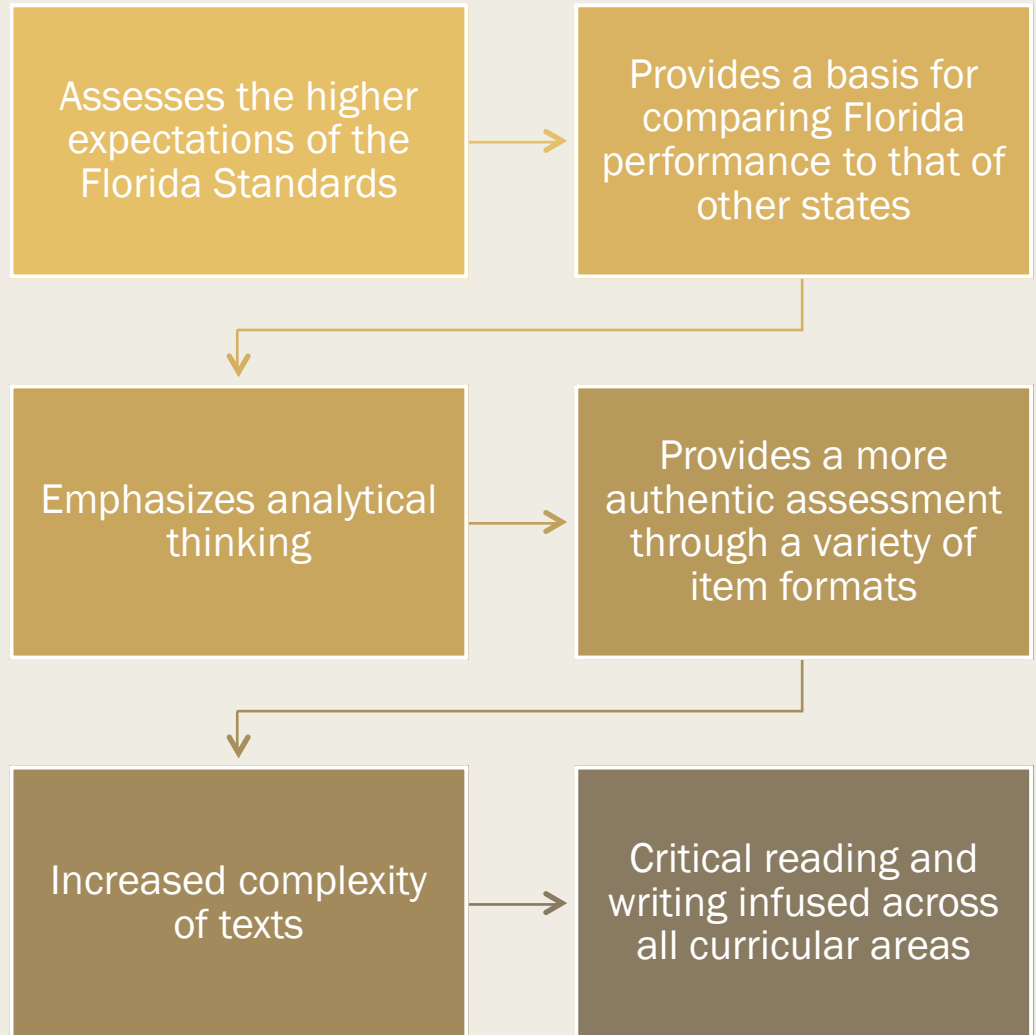
What are some student tips for the FSA ELA?

How can you help our students to succeed on the FSA ELA?

What are the Florida Standards?

- The Florida Standards will prepare students for both college and the workplace
- They emphasize higher-order skills
- Influenced by internationally-benchmarked standards, ensuring that our students are prepared to be competitive in the global job market.
- College-Ready
 - *Ready for credit bearing course work upon entrance into college*
- Career-Ready
 - *Ready for a job that provides a salary to support a family of 4 with benefits and opportunity for promotion (not poverty level job)*

What does the FSA ELA Assess?



2018-2019 Test Formats

Paper-Based Testing (PBT)

In the 2018–2019 school year, the following assessments are PBT administrations:

- Grades 4–6 FSA ELA Writing
- Grades 3–6 FSA ELA Reading
- Grades 3–6 FSA Mathematics
- Grades 5 and 8 Statewide Science

Computer-Based Testing (CBT)

In the 2018–2019 school year, the following assessments are CBT administrations:

- Grades 7–10 and Retake FSA ELA Writing
- Grades 7–10 and Retake FSA ELA Reading
- Grades 7–8 FSA Mathematics
- FSA Algebra 1 and Geometry EOC Assessments
- NGSSS Biology 1, Civics, and U.S. History EOC Assessments

Florida Standards Assessment Format

- Paper-based accommodated exams will consist of multiple-choice, multiselect, and gridded-response questions.
- Computer-based exams will consist of multiple-choice, multiselect, and technology-enhanced questions (using online tools and manipulatives).

Florida Standards ELA Reading

- A variety of written material to assess students' reading comprehension as defined in the Florida Standards
- Composed of 6-8 reading passages with sets of 6-11 items based on each passage.
- Two types: Informational (Non-fiction) and Literary (Fiction)
- Grammar and Standard English conventions

Florida Standards ELA Writing

- Students read a variety of texts and respond to a prompt.
- A rubric is used to score based on the Writing and Language Strands of the ELA Standards.
- For grades 6-10, the prompt will ask the writer to provide an argument or to inform/explain.
- The sum of the following three domains is the total score for the writing reporting category (10 raw score points):
 - *Purpose, Focus, and Organization (4 points)*
 - *Evidence and Elaboration (4 points)*
 - *Conventions of Standard English (2 points)*



Range of Number of Words for Text or Text Set

Approximate Word Count Range for Text or Text Set

Grade	Range of Number of Words
3	100–700
4	100–900
5	200–1000
6	200–1100
7	300–1100
8	350–1200
9	350–1300
10	350–1350

Literary vs Informational Texts by Grade Band

Percentages of FSA Reading Text Types by Grade Band

Grade Band	Literary	Informational
3–5	50%	50%
6–8	40%	60%
9–10	30%	70%

FSA ELA Session Timing

- The FSA ELA includes the Text-Based Writing Component, administered separately from the rest of FSA ELA to allow time for hand-scoring; will be reported as part of a single ELA score.
- Headphones are required for all students for Grades 5- 11 ELA listening items (CBT).
- External keyboards are strongly recommended.

Timing: Writing

Timing

Tests are composed of “sessions,” and each session is conducted in an allotted amount of time. Because the statewide assessments are not “speeded” tests (finishing in a set amount of time is not part of what is being assessed), the time allotted is designed to give students enough time to respond to all items. The charts below detail the number of sessions, number of days (some two-session tests have both sessions administered on the same day), minutes per session, and total minutes per test.

Table 19: 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

* Students who are still working at the end of the allotted time for the session may continue working up to half the length of a typical school day.

Timing: Reading

FSA 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

* Students who are still working at the end of the allotted time for the session may continue working up to half the length of a typical school day.

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 supporting 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.

- **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. 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.

- **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.

WHAT ELA
SKILLS
ARE
BEING
TESTED?

What types of questions are on the FSA ELA?



Test Item Specifications:

Multiple Choice

These are the most common questions on the test. Remember to use process of elimination!



1

What is the central idea of the passage?

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

Multi Select

These look like regular multiple choice questions, but look for more than one correct answer.



What 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

Hot Text

Highlight the correct sentence or drag it to the correct spot.



9

Select three sentences to create an objective summary of this passage. Order the sentences so the summary reflects the arrangement of ideas in the passage. Place only one sentence next to each number.

Jim Bridger's family moved from Virginia to Missouri when he was a child.

- 1.
- 2.
- 3.

Types of Questions You Will See on the Florida Standards Assessment for English Language Arts

What types of questions are on the FSA ELA?



Test Item Specifications:

Types of Questions You Will See on the Florida Standards Assessment for English Language Arts

Two Part Hot Text

These are a combination of Multiple Choice and Hot Text questions. Be careful! The answer for the 2nd part depends on the 1st!

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.

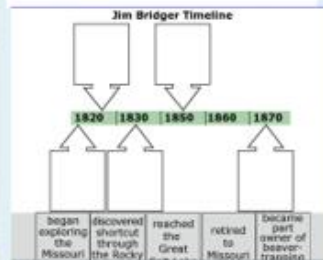
6 Bridger's stories were funny, extravagant, and often unbelievable. He would tell stories of glass mountains, "petrified" birds singing "petrified" songs, and talk about days when Pike's Peak was just a hole in the ground. These outrageous stories were told both to tease new arrivals from the east and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



Gridded Response

You will need to complete a graphic organizer by dragging the correct details to the correct place.

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



Open Response

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

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

Type your answer in the space provided.

Read the question carefully, then type your answer in the space. Use the SEES method for a complete paragraph response.



Text-based Writing (Essay)

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

ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT

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

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

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

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

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

Manage your time carefully so that you can

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

Be sure to

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

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

Type your answer in the space provided.

Editing Task Item

GUEST, GUEST (SSID: GUEST) Grades 6-8 FSA ELA Reading, Language, & Listening (9 completed out of 18) Question: 10 - 12

ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT

10 - 12

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

Replace "who" with: **us**

OK Cancel

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

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

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

Text with a Series of Questions

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

ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT



James "Jim" Bridger 1804-1881

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

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

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

1 2 3 4 5 6 7 8 9

1  

What is the central idea of the passage?

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

Text with a Series of Questions

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

ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT

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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

1 2 3 4 5 6 7 8 9

2

How does the author introduce Jim Bridger in the passage?

- A by mentioning the tall tales he often told
- B by mentioning a few of the places that he discovered
- C by describing his first career as a blacksmith's apprentice
- D by describing the details of his first trip exploring the country

Audio Multiple-Choice Item

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

ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT

16 17 18

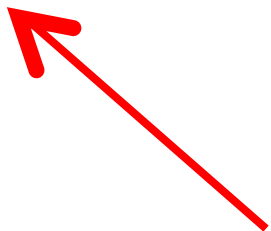
17

Listen to this science podcast.

✕ ⏪

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

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



Multi-Select Items

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


ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT

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What three details can the reader get from both the map and the passage?

- the state where Bridger died
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- the state where Bridger was born
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Two-Part Items

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

ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT

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4

Part A

Which statement describes Bridger's importance as an explorer?

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

Part B

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

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

Hot Text Items

The screenshot shows a web browser window with the URL <https://sat5.cloud1.tds.airast.org/student/V117/Pages/TestShell.aspx?name=modern#>. The page displays a reading test for "Grades 6-8 FSA ELA Reading (2 completed out of 18)". The test interface includes navigation buttons (BACK, NEXT, SAVE, PAUSE, END TEST) and utility buttons (NOTES, LINE READER, ZOOM OUT, ZOOM IN). The reading passage is titled "James 'Jim' Bridger 1804-1881". The first question asks for the main purpose of the passage. The second question, labeled "Part B", asks the student to select two words or phrases from the passage to determine the meaning of the word "peetrified".

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

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

James "Jim" Bridger
1804-1881

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3 Yellowstone was the first in a long line of

(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, "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.

6:32 PM 10/19/2014

Graphic Response Item (GRID)

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

ZOOM IN ZOOM OUT NOTES SAVE PAUSE BACK NEXT

James "Jim" Bridger 1804-1881

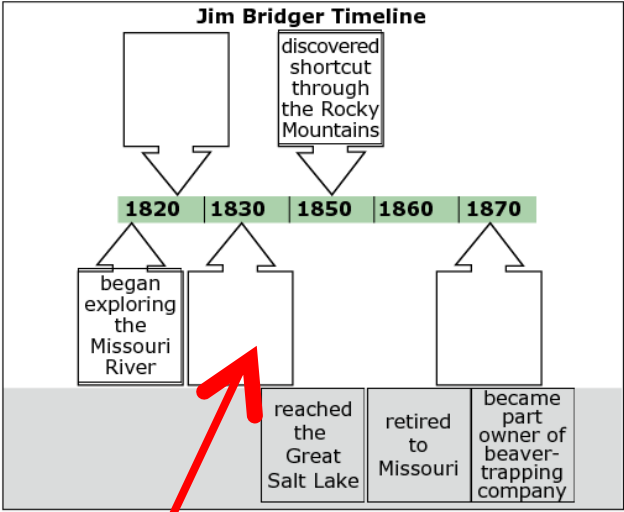
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3

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



Jim Bridger Timeline

The timeline shows the years 1820, 1830, 1850, 1860, and 1870. The events are as follows:

- 1820: began exploring the Missouri River
- 1830: [Blank box]
- 1850: reached the Great Salt Lake
- 1860: retired to Missouri
- 1870: became part owner of beaver-trapping company

Additional information from the diagram:

- A box above 1820 has a downward arrow pointing to the 1820 event box.
- A box above 1850 has a downward arrow pointing to the 1850 event box.
- A box above 1830 has a downward arrow pointing to the 1830 event box.
- A box above 1860 has a downward arrow pointing to the 1860 event box.
- A box above 1870 has a downward arrow pointing to the 1870 event box.
- A box above 1850 contains the text "discovered shortcut through the Rocky Mountains".

Two red arrows point to the 1830 and 1850 event boxes.

Open Response Item

The screenshot shows a web browser window with the URL <https://sat5.cloud1.tds.airast.org/student/V117/Pages/TestShell.aspx?name=modern#>. The page title is "FSA Portal: Training Tests" and the student is identified as "Student: Test". The test is titled "Grades 6-8 FSA ELA Reading (2 completed out of 18)" and the user is "GUEST, GUEST (SSID: GUEST)".

The interface includes navigation buttons: BACK, NEXT, SAVE, PAUSE, and END TEST. There are also utility buttons: NOTES, LINE READER, ZOOM OUT, and ZOOM IN. A progress indicator shows questions 1 through 9, with question 6 currently selected.

James "Jim" Bridger
1804-1881

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

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

Type your answer in the space provided.

The bottom of the screen shows a Windows taskbar with icons for Internet Explorer, File Explorer, Google Chrome, and Microsoft Word. The system tray shows the time as 6:43 PM on 10/19/2014.

Shifts in English Language Arts



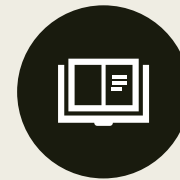
6-12: BUILDING
KNOWLEDGE IN
THE DISCIPLINES



STAIRCASE OF
COMPLEXITY



TEXT-BASED
ANSWERS



WRITING FROM
MULTIPLE
SOURCES



ACADEMIC
VOCABULARY

Instructional **CHANGES**

- Attention to **Text** Complexity
- Emphasis on Student **Tasks** (especially writing)
- Responsibility for Reading & Writing **Instruction**
 - Every Teacher, Every Subject, Every Day!

Middle School Test Design

Grade 8 English Language Arts Standards Coverage ELA Reading, Language, Listening (Excluding ELA Writing)			
Reporting Category	Genre	Standard	Percentage of Assessment
Key Ideas and Details	Literature	LAFS.8.RL.1.1	15-25%
		LAFS.8.RL.1.2	
		LAFS.8.RL.1.3	
	Informational	LAFS.8.RL.1.1	
		LAFS.8.RL.1.2	
Craft and Structure	Literature	LAFS.8.RL.2.4	25-35%
		LAFS.8.L.3.4	
		LAFS.8.L.3.5	
		LAFS.8.RL.2.5	
		LAFS.8.RL.2.6	
	Informational	LAFS.8.RL.2.4	
		LAFS.8.L.3.4	
		LAFS.8.L.3.5	
		LAFS.8.RL.2.5	
		LAFS.8.RL.2.6	
Integration of Knowledge and Ideas	Literature	LAFS.8.RL.3.7	20-30%
		Also assesses LAFS.8.SL.1.2	
		LAFS.8.RL.3.9	
	Informational	LAFS.8.RL.3.7	
		Also assesses LAFS.8.SL.1.2 and LAFS.8.SL.1.3	
		LAFS.8.RL.3.8	
Language and Editing	Literature or Informational	LAFS.8.L.1.1	15-25%
		LAFS.8.L.1.2	
Text-Based Writing	Literature or Informational	LAFS.8.W.1.1	The weighting of the Writing component relative to the Reading, Language, and Listening component will be determined in spring 2015 after analysis of field test and operational data.
		LAFS.8.W.1.2	
		LAFS.8.W.2.4	
		LAFS.8.W.2.5	
		LAFS.8.W.2.6	
		LAFS.8.W.3.8	
		LAFS.8.W.3.9	
		LAFS.8.L.1.1	
		LAFS.8.L.1.2	
		LAFS.8.L.2.3	
LAFS.8.L.3.4			
LAFS.8.L.3.5			
LAFS.8.L.3.6			

**FSA
ENGLISH LANGUAGE
ARTS
TIME AND SCORING**



FSA ELA Writing Component

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

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

FSA ELA Writing Component

For responding to text-based prompts:

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



FSA ELA Reading Component


Grade	Number of Items	Number of Sessions	Number of Days	Administration Mode in 2019/ Test Materials	TOTAL Testing Time
6	56–66	2	2	PBT with worksheet	170 minutes
7	56–66	2	2	CBT with worksheet	170 minutes
8	56–66	2	2	CBT with worksheet	170 minutes

Learning Gains: If...Then...

If...	then...	
a student had a level 1 last year	the student must go up a sub level (low, medium, high)	OR... score a level 2 or higher to achieve a learning gain.
a student had a level 2 last year	the student must go up a sub level (low/high)	OR... score a level 3 or higher to achieve a learning gain.
a student had a level 3 or 4 last year	the student must maintain a 3 or 4	AND...increase one or more scale score points to achieve a learning gain.
a student had a level 5 last year	The student must maintain a level 5 to achieve a learning gain.	

2018-2019 Testing Calendar

FLORIDA STATEWIDE ASSESSMENT PROGRAM 2018–2019 SCHEDULE


 Florida Standards Assessments (FSA)	
FSA English Language Arts (ELA) and Mathematics	
Dates	Assessment
April 1–12, 2019	Grades 4–10 ELA Writing Grade 3 ELA Reading
May 1–14, 2019*	Grades 4–6 ELA Reading Grades 3–6 Mathematics
May 1–29, 2019*	Grades 7–10 ELA Reading Grades 7 & 8 Mathematics



 Students & Families

 Test Administration

 Technology Resources

 About the FSAs

Welcome to the FSA Portal

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

Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met.


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

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

 FDOE on Twitter


Tweets by @EducationFL


 Administer the FSA

 Secure Browser

 FSA Resources

 Practice Tests

 FSA Reporting System

 TIDE

Informational Resources

CPALMS

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

FLDOE Assessment Website

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

FSA Portal

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

Typing Practice

<http://typingweb.com>

Helpful Handouts

- LAFS Quick Reference Guide
- Common Distractors for FSA
- FSA Fast Five
- Learning Gain Chart
- GMS FSA Reading Cheat Sheet
- FSA Writing Rubrics
- FSA for ELA Technology –Enhanced Items Cheat Sheet

Thank You for Coming Today!

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

QUOTEHD.COM

Jane D. Hull