



# *FSA Parent Information Session*

Harbordale Elementary  
January 27<sup>th</sup>, 2021

"If my future were determined just by my performance on a standardized test, I wouldn't be here. I guarantee you that."

- A Michelle Obama
- B Hillary Clinton
- C Laura Bush
- D All of the above



EmilysQuotes.Com

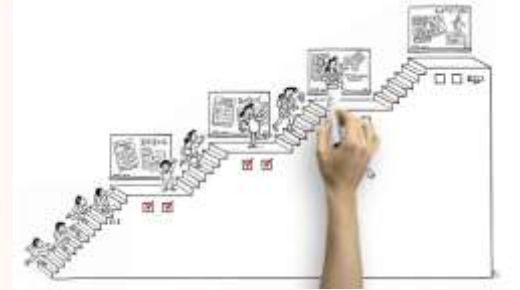


Sometimes the most brilliant and intelligent students do not shine in standardized tests because they do not have standardized minds.

~ Diane Ravitch

# *What are the Florida Standard Assessments?*

- The Florida Standards are the content standards that identify the expectations for what students enrolled in Florida schools need to know and be able to do. They were fully implemented in grades K-12 in the 2014-2015 school year.
- All public Florida schools teach the Florida Standards. The Florida Standards Assessments (FSA) provide parents and families, teachers, policy makers, and the general public with information regarding how well students are learning the Florida Standards.



# Why are the Florida Standard Assessments Important?

- The FSA is the assessment Florida uses for student and school accountability.
- The FSA measures student performance in Grades 3-10 in Reading, Writing, Math and Science.
- School grades are also determined by FSA scores.
- Florida has a policy of 3<sup>rd</sup> grade mandatory retention. Any third grader who scores a level 1 in the reading FSA (and does not meet alternative promotion criteria) must be retained.
- Students in Grades 4-5 must score a Level 2 or higher in reading and math for promotion to the next grade.

# Uncertainty

- As of today, the FSA exams are projected to still be scheduled at their regular times
- However, there is a chance that the State will possibly cancel these exams like last year
- We will keep you updated as we know more 😊

# Grade levels assessed

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Third Grade	Language Arts	Math		
Fourth Grade	Language Arts	Math	Writing	
Fifth Grade	Language Arts	Math	Writing	Science

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# Agenda

Schedule



Test Design



Tips & Resources



Timing



Results



# FSA Schedule

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Third Grade	Language Arts 4/6 & 4/7	Math 5/11 & 5/12		
Fourth Grade	Language Arts 5/4 & 5/5	Math 5/11 & 5/12	Writing 4/6	
Fifth Grade	Language Arts 5/4 & 5/5	Math 5/11 & 5/12	Writing 4/6	Science 5/18 & 5/19

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All tests are paper based!



# Timing

- **ELA FSA Reading (separate from Writing)**
  - Two 80-minute sessions, short stretch break at 40 minutes
  - Two days
- **Writing - Grades 4 and 5**
  - 120 minutes
  - One day
- **Mathematics- Grades 3, 4, and 5**
  - Two 80-minute sessions, short stretch break at 40 minutes
  - Two days
- **Science- Grade 5**
  - Two 80-minute sessions, short stretch break at 40 minutes
  - Two days



Students with an IEP or 504 Plan may have different accommodations.

# Test Design - Writing & Reading

ELA-READING CONTENT CATEGORIES Grades 3-5	
Approximate percentage of raw score points for each category.	
Reading Text Types	Literature - 50% Informational - 50%
Key Ideas and Details	15-25%
Craft and Structure	25-35%
Integration of Knowledge and Ideas	20-30%
Language and Editing	15-25%
Text-Based Writing (Grades 4-5)	Determined each year
Total Number of Items	56-60

ELA PERCENTAGE OF POINTS BY DEPTH OF KNOWLEDGE (DOK)* LEVEL Grades 3-5	
DOK Level 1 (Low)	10-20%
DOK Level 2 (Mod)	60-80%
DOK Level 3 (High)	10-20%
Note: Text-based Writing (G4-5) component is a DOK Level 3 task.	
*DOK refers to the complexity level of the cognitive process demanded by a test item rather than the difficulty of the item. Level 1: Recall and Reproduction, Level 2: Skills and Concepts, and Level 3: Strategic Thinking	

# Test Design - Writing

Scoring	Points
Purpose, Focus and Organization	4 possible points
Evidence and Elaboration	4 possible points
Conventions	2 possible points



## Overall Task Description

- Students will read a passage about a single topic
- Passage will consist of informational or literary fiction or nonfiction texts
- After reading the passage, students will respond by **providing information on a topic** or **take a stance to support an opinion or argument**.

## Passage Attributes

- The passages for **informative/explanatory** prompts should maintain a clear topical connection but may address diverse concepts/ideas.
- The passage for **opinion/argumentative** prompts should present opposing points of view. Each point of view should be equally represented so that a student can take either side of a position.



# Writing Tips

1. Read the prompt and determine whether it is asking for information/explanation, or an opinion/argument.
2. Read the texts, looking for details to support information or opinion/argument.
3. Use the Planning Sheet to organize thoughts and details.
4. Write and edit response. **Make sure it contains:**
  - Clearly stated and strongly maintained idea or argument
  - Details from the passages to support idea or argument
  - Variety of sentence types and transitional strategies
  - Clear and effective expression and logical progression of ideas
  - Strong introduction and conclusion
  - Correct spelling and punctuation

# Test Design - Reading

- Majority ELA Item Types are **multiple choice**
- 25-50% of test is composed of enhanced items which include...
  - **Multi-Select**
  - **Selectable Text**
  - **Multi-Part**
  - **Table Match**
  - **Editing Task Choice**

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

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

# Sample Question Types

## Multiple Choice

What is the meaning of anxious as it is used in Passage 1?

10 “You need not be anxious,” responded the man. “I told it the way, and it will be along in good time, as I said before.”

- (A) angry
- (B) excited
- (C) sad
- (D) worried

## Table Match

Fill in the circles to show the order of steps ants take to leave their homes during a flood in Passage 1.

	First	Next	Finally
They build a new nest.	(A)	(B)	(C)
They move food and each other.	(b)	(E)	(F)
They stick their bodies together.	(D)	(H)	(I)

## Selectable Text

Fill in the circle **before** the sentence from Passage 2 that shows why the man believes that his cheeses can bring themselves to the market.

- 14 (A) THERE was a man of Gotham who filled a sack with cheeses and started off for Nottingham market to sell them. (B) He carried the sack on his back, and when he became tired he sat down by the wayside to rest. (C) Thus he went on until he reached the summit of the last hill he had to climb before he came to Nottingham bridge.
- 15 (D) There he rested, and when he rose to continue his journey a cheese slipped out of the sack and rolled down the hill toward the bridge.

## Multipart

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

### Part A

What is the main idea of the passage?

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

### Part B

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

- 5 (A) Paleontologists have learned so much from studying Sue's bones. (B) From the position of her eye sockets, they've learned that Sue had good depth perception. (C) This helped her to be a fierce hunter who could tell how far away her next meal was. (D) From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. (E) 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 (A) Scientists still have many questions and hope to learn even more from Sue. (B) 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. (C) 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.

# Editing Tasks - language and grammar standards

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.

Now answer Numbers 5 through 7. Choose the correct word or phrase for each of the following.

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

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

7. Sam was surprised, and we started to laugh.

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

6. Sam frowning when he heard the first word: "muscle."

- (A) frown
- (B) frowned
- (C) frowns
- (D) correct as is



# Sample Passages - 3<sup>rd</sup> Grade

## FSA ELA Reading Practice Test Questions

Read the passages "The Kettle That Would Not Walk" and "The Cheeses That Ran Away" and then answer Numbers 1 through 4.

### Passage 1: The Kettle That Would Not Walk

by Clifton Johnson

- 1 ONE day a man was getting ready to go to market, and his wife said to him, "Husband, we need a new iron kettle for the fireplace. Don't fail to buy one."
- 2 So the man bought a kettle at Nottingham and started for home. But the kettle was heavy, and his arm grew tired with carrying it and he set it down. While he was resting, he noticed that the kettle had three legs. "What a pity I did not see those legs before!" cried the man. "Here you have three legs and I have but two, and yet I have been carrying you. 'Twere fairer [It seems more fair] that you had carried me. Well, you shall take me the rest of the way, at least."
- 3 Then he seated himself in the kettle and said, "Now, go on," but the kettle stood still and would not move.
- 4 "Ah!" said the man, "you are stubborn, are you? You want me to keep on carrying you, but I shall not. I will tell you the way and you can stay where you are until you get ready to follow me."
- 5 So he told the kettle where he lived and how to get there, and off the man went. When he reached home, his wife asked him where the kettle was.
- 6 "Oh, it will be along," he replied.
- 7 "What do you mean by that?" said she.
- 8 "Why," said he, "the kettle I bought has three legs and was better able to walk here than I who have but two legs. Yet I never noticed it had legs until I was nearly here. Then I told it to walk the rest of the way itself, for I would carry it no farther."
- 9 "Where did you leave it?" asked the wife.
- 10 "You need not be anxious," responded the man. "I told it the way, and it will be along in good time, as I said before."
- 11 "And where did you leave it?" again asked the wife.
- 12 "At Gotham bridge," he replied.

## FSA ELA Reading Practice Test Questions

- 13 She was not as sure as he was about its coming, and she hurried off to get it. When she brought it home, the man said, "I am glad you have it safe, Wife. I have been thinking while you were gone that it might have taken a notion to walk back to Nottingham if we had left it alone there in the road much longer."

"The Kettle That Would Not Walk" by Clifton Johnson. In the public domain.

### Passage 2: The Cheeses That Ran Away

by Clifton Johnson

- 14 THERE was a man of Gotham who filled a sack with cheeses and started off for Nottingham market to sell them. He carried the sack on his back, and when he became tired he sat down by the wayside to rest. Thus he went on until he reached the summit of the last hill he had to climb before he came to Nottingham bridge.
- 15 There he rested, and when he rose to continue his journey a cheese slipped out of the sack and rolled down the hill toward the bridge.
- 16 "Ah! Mr. Cheese," said the man, "so you can run to market alone, can you? I wish I had known that before. It would have saved me the trouble of carrying you. Well, then, if you can go to market alone, so can the other cheeses, and I will send them along after you."
- 17 So he laid down his sack, took out the cheeses, and one by one rolled them down the hill. As the last one spun down the road he shouted, "I charge you all to meet me at the market-place."
- 18 Some of the cheeses went into one bush, and some went into another bush, but the man did not notice that, and he trudged on cheerfully to the market expecting the cheeses would meet him there. All day long he loitered about the market, and as evening approached he began to inquire among his friends and neighbors and other men if they had seen his cheeses come to the market.
- 19 "Who should bring them?" asked one of the market-men.
- 20 "Nobody," replied the man of Gotham. "They would bring themselves. They know the way well enough."

"The Cheeses That Ran Away" by Clifton Johnson. In the public domain.

# Sample Passages - 4<sup>th</sup> Grade

## FSA ELA Reading Practice Test Questions

Read the passage "The Importance of Sue" and then answer Numbers 8 through 15.

### The Importance of Sue

1. Most people would consider a flat tire to be unlucky, but not Susan Hendrickson. Susan was working with a team of fossil hunters in South Dakota when a tire on the group's truck went flat. While the rest of the team worked to fix the tire, Susan decided to make use of the time. She went on a hike and made an amazing discovery—the fossilized bones of a *Tyrannosaurus rex*. Most of the *T. rex* skeletons that had been found before Hendrickson's discovery were missing many bones. This *T. rex* was over 90 percent complete and would be a treasure trove of information for the paleontologists, scientists who study dinosaurs, on her team.
2. Hendrickson's team was led by Peter Larson of the Black Hills Institute. In the summer of 1990, he took a group of paleontologists to South Dakota to search for dinosaur fossils. They found some dinosaur bones but nothing from a *Tyrannosaurus rex*. They were ready to leave when they got that fateful flat tire. The last-minute discovery was so impressive that Larson even named the dinosaur "Sue" in honor of Hendrickson.
3. Today children from all over the country go to the Field Museum in Chicago, Illinois, to visit Sue. All of the bones in the display are real—except for the head. Sue's head weighs 600 pounds, so it is too heavy to display on top of the rest of her skeleton. Scientists at the museum made a copy of her skull to include with the display of her very real skeleton. Her real skull sits in a display case on the museum's balcony.



## FSA ELA Reading Practice Test Questions

4. To display *Tyrannosaurus Sue's* giant skeleton, the museum called in experts. They designed a way to hang the skeleton so that each individual bone could be removed and studied, then replaced, without disturbing the rest of the display. This is a great aid to scientists studying the large dinosaur.



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.

"The Importance of Sue" written for educational purposes. Images in the public domain.

# Sample Passages - 5<sup>th</sup> Grade

## FSA ELA Reading Practice Test Questions

Read the passages "Thomas Jefferson's Vegetable Garden: A Thing of Beauty And Science" and "Thomas Jefferson, Food Pioneer" and then answer Numbers 8 through 16.

### Passage 1: Thomas Jefferson's Vegetable Garden: A Thing Of Beauty And Science

by Graham Smith

*This passage describes the gardens at Thomas Jefferson's home, Monticello, and discusses the former president's passion for gardening.*

- 1 After Jefferson retired from public life to his beloved Virginia hilltop plantation, the garden "served as a sort of this experimental testing lab where he'd try new vegetables he sought out from around the globe," says Peter Hatch, the estate's head gardener. Hatch recently wrote a book about Jefferson's garden and its history called *A Rich Spot of Earth*.
- 2 Somehow, the author of the Declaration of Independence and the nation's third president found spare time to meticulously document his many trials and errors, growing over 300 varieties of more than 90 different plants. These included exotics like sesame, chickpeas, sea kale and salsify. They're more commonly available now, but were rare for the region at the time. So were tomatoes and eggplant.
- 3 In the nearby South Orchard, he grew 130 varieties of fruit trees like peach, apple, fig and cherry. All the time, he carefully documented planting procedures, spacings of rows, when blossoms appeared, and when the food should come to the table. Behind Jefferson's "zeal to categorize the world around him" was a patriotic mission, Hatch says.
- 4 Jefferson wrote, "The greatest service which can be rendered any country is to add a useful plant to its culture." . . .
- 5 Lots of things failed in the garden. His entries from 1809 show the carrots, beets, sorrel and okra, the cauliflower, tarragon and Chinese melons missing the mark. Jefferson cites Windsor Beans as "killed by bug" and notes on Aug. 21: "From the 7th of Apr. to this day, excessive drought and cold. Now a good rain."
- 6 Hatch gives some hope to home gardeners who might want to experiment themselves. "The use of the word 'failed' is repeated throughout [Jefferson's] garden book, and one wonders if any gardener

## FSA ELA Reading Practice Test Questions

has written about failure as much as Thomas Jefferson. He once also wrote that if he failed 99 times out of 100, that one success was worth the 99 failures," Hatch says.



Monticello Vegetable Garden, 2013

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### Passage 2: Thomas Jefferson, Food Pioneer

by Emily Goodman

*This passage highlights Thomas Jefferson's world travels and discusses how they affected both his gardening and eating habits.*

- 7 As an old man, Thomas Jefferson wrote, "No occupation is so delightful to me as the culture of the earth, and no culture comparable to that of the garden. . . . Though an old man, I am but a young gardener."
- 8 In Jefferson's day, there were no supermarkets, no refrigerators, and no trucks or airplanes to move food quickly over long distances. Mostly, people ate only what they or their neighbors grew and made. Because of this, most people were familiar only with local plants and were afraid of **new** ones. Perhaps because Jefferson traveled in Europe—and because he always liked to try new things—he was an exception. He loved to grow unfamiliar plants. He experimented with new foods and plants in his "laboratory" garden at Monticello.

## FSA ELA Reading Practice Test Questions

- 9 Using the most-modern farming methods of his time, Jefferson grew many "scary" new plants. (Of course, he learned to eat them, too.) In 1781, he began growing tomatoes, which Europeans thought were poisonous. Later, he introduced the potato, a plant unknown in America at that time. Jefferson also grew other "new" vegetables, such as cauliflower, eggplant, Mexican peppers, and beans from the Pacific Northwest brought back by Lewis and Clark.
- 10 During his travels, Jefferson brought many European plants back to America. For 23 years, he ordered seeds from Paris. Often he sent the seeds on to other American gardeners. He planted nearly 1,000 fruit trees in his Monticello orchard, including peaches, almonds, and cherries. He imported squash and broccoli from Italy and figs from France. And he tried 15 kinds of peas (his favorite vegetable) to see which tasted best.
- 11 From Holland, Jefferson brought home a waffle iron; from Italy, he smuggled rice. (Italian law at the time forbade taking the best rice out of the country. Jefferson did it anyway.) Our third president was the first American to make or use many dishes he had tasted in Europe, such as waffles, macaroni and cheese, and mustard.
- 12 In food, as in his other interests, Jefferson combined great ideas from Europe and America with exciting discoveries of his own. And we can thank him for that!

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# Test Design - Math

MATH CONTENT CATEGORIES Grades 3-5 Approximate percentage of raw score points for each category.			
Grade	Reporting Category	Percent of Test	Number of Items
3	Operations, Algebraic Thinking, and Numbers in Base Ten	48	60-64
	Numbers and Operations - Fractions	17	
	Measurement, Data, and Geometry	35	
4	Operations and Algebraic Thinking	21	60-64
	Numbers and Operations in Base Ten	21	
	Numbers and Operations - Fractions	25	
	Measurement, Data, and Geometry	33	
5	Operations, Algebraic Thinking, and Fractions	39	60-64
	Numbers and Operations in Base Ten	28	
	<b>Measurement, Data, and Geometry</b>	<b>33</b>	

MATH PERCENTAGE OF POINTS BY DEPTH OF KNOWLEDGE (DOK)* LEVEL Grades 3-5	
DOK Level 1 (Low)	10-20%
DOK Level 2 (Mod)	60-80%
DOK Level 3 (High)	10-20%
<p><i>*DOK refers to the complexity level of the cognitive process demanded by a test item rather than the difficulty of the item. Level 1: Recall and Reproduction, Level 2: Skills and Concepts, and Level 3: Strategic Thinking</i></p>	

# Test Design - Math

## Math Item Types:

- Multiple Choice
  - Multi-Select
  - Table Match
  - Response Grid
- Editing Task Choice

# Sample Question Types

## Multiple Choice

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

## Multiselect

Select all the expressions that have the same value as  $30 \div 10$ .

- A  $1 \times 3$
- B  $10 \div 30$
- C  $30 \times 10$
- D  $30 \div 10 \div 1$
- E  $30 \div (2 \div 5)$
- F  $(30 \div 2) \div 5$

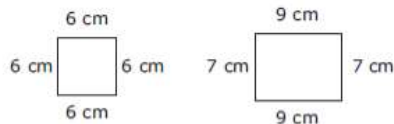
## Table Match

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

	180	190	200
181	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
186	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F
194	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I

## Editing Task

The two figures shown are measured in centimeters (cm).



Complete the statement about the two figures. For each blank, fill in the circle **before** the word or phrase that is correct.

The shapes are both  A squares  
 B trapezoids  
 C rectangles

because  A all the angles in each shape are right angles.  
 B all the sides of each shape have the same length.  
 C all the sides of each shape are made of straight lines.

# Response Grids

1. Work the problem and find an answer.
2. 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.
3. 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.

	/	/	/	/	/	
.	.	.	.	.	.	.
0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

Answer boxes  
 Fraction bar  
 Decimal point  
 Number bubbles

Do NOT write a mixed number, such as  $13\frac{1}{4}$ , in the answer boxes.

Change the mixed number to an equivalent fraction, such as  $\frac{53}{4}$ , or to an equivalent decimal, such as 13.25. Do not try to fill in  $13\frac{1}{4}$ , as it would be read as  $\frac{131}{4}$  and would be counted wrong.

**CORRECT**

**INCORRECT**

5	3	/	4		
.	.	.	.	.	.
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

OR

1	3	.	2	5	
.	.	.	.	.	.
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

1	3	1	/	4	
.	.	.	.	.	.
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

# Reference Sheets

- Grades 4 & 5 Math will receive reference sheets
- Grade 4 some formulas will be on the reference sheet
- Grade 5 some formulas may be included with the test item

*Grade 3 Math does not receive a reference sheet!*

## 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

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



# Test Design - Science

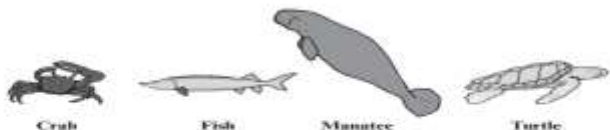
Grade 5 students will take the **Science** assessment based on the Florida Next Generation Sunshine State Standards.

SCIENCE CONTENT CATEGORIES Grade 5 Approximate percentage of raw score points for each category.			
Grade	Reporting Category	Percent of Test	Number of Questions
5	Nature of Science	17	60-66
	Earth and Space Science	29	
	Physical Science	29	
	Life Science	25	

# Test Design - Science

All items on the Grade 5 Science test are multiple choice.

1 The organisms shown below live in or near bodies of water. Some are classified as vertebrates and some as invertebrates.



not to scale

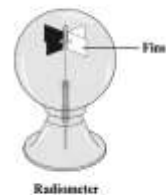
Which organism is classified as an invertebrate?

- A. crab
- B. fish
- C. manatee
- D. turtle

2 The stem is an important part of many plants. Which of the following is **most** similar to the role performed by the stem of a plant?

- F. an anchor holding a boat in place
- G. a snack company producing energy bars
- H. a colorful sign attracting people into a store
- I. an elevator transporting supplies from one floor to another

10 A radiometer is a device with fins that spin when light energy strikes them. A picture of a radiometer is shown below. As part of an experiment, a light source was placed 50 centimeters (cm) from a radiometer. The light source gave off four different-colored lights for 30 seconds (s) each. After each color of light was turned off, the amount of time the fins on the radiometer spun was recorded. The results are shown in the table below.



RADIOMETER DATA

Color of Light	Spinning Time (s)
Red	46
Green	55
Blue	72
White	75

Which color of light provided the **greatest** amount of light energy according to the data in the table?

- F. red
- G. green
- H. blue
- I. white

# Achievement Levels

The FSA is not scored using a percent-correct or number-correct scoring method. Students correctly answering the more-difficult items receive more credit than students answering less-challenging items.

Table 1. Performance Levels

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

Table 2. Florida Standards Assessments Scale Scores for Each Performance Level

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3 ELA	240-284	285-299	300-314	315-329	330-360
Grade 4 ELA	251-296	297-310	311-324	325-339	340-372
Grade 5 ELA	257-303	304-320	321-335	336-351	352-385
Grade 6 ELA	259-308	309-325	326-338	339-355	356-391
Grade 7 ELA	267-317	318-332	333-345	346-359	360-397
Grade 8 ELA	274-321	322-336	337-351	352-365	366-403
Grade 9 ELA	276-327	328-342	343-354	355-369	370-407
Grade 10 ELA	284-333	334-349	350-361	362-377	378-412
Grade 3 Mathematics	240-284	285-296	297-310	311-326	327-360
Grade 4 Mathematics	251-298	299-309	310-324	325-339	340-376
Grade 5 Mathematics	256-305	306-319	320-333	334-349	350-388
Grade 6 Mathematics	260-309	310-324	325-338	339-355	356-390
Grade 7 Mathematics	269-315	316-329	330-345	346-359	360-391
Grade 8 Mathematics	273-321	322-336	337-352	353-364	365-393
Algebra 1 EOC	425-486	487-496	497-517	518-531	532-575
Geometry EOC	425-485	486-498	499-520	521-532	533-575

# Scores

## How do these scores effect my child's future?

BCPS Middle Schools that offer magnet programs, innovative programs, or academies usually require a certain GPA and look at FSA test scores for admission.

Current Grade	FSA
5 <sup>th</sup> graders	3rd Grade FSA Scores
4 <sup>th</sup> graders	4 <sup>th</sup> grade FSA Scores
3 <sup>rd</sup> graders	4 <sup>th</sup> Grade FSA Scores

\* This information is accurate pending any changes regarding testing from the state.

# How Can I Help?

**P**review the set of questions.

**R**ead the text twice, carefully. (Don't forget captions and other text features).

**O**mit the wrong answers. (x or ? at the end of the answer choices. Do not cross out the letter bubble).

**V**erify your answers with proof.

**E**xplain your answers using evidence.

**I**nfer using prior knowledge and clues.

**T**est your answer. (Does it make sense?)

# How Can I Help?

- Become familiar with the website [fsassessments.org](https://fsassessments.org). Click on the “students and families” tab for additional information.
- Have your child take the FSA practice tests.
- Monitor your child’s progress and regularly communicate with your child’s teachers.
- Read each night with your child and ask questions appropriate to their reading level.
- Encourage your child to go on i-Ready Math and Reading at home.
- Tell your child how fabulous are. The FSA is just one test. It is important, but it does not define your child.

# Helpful Resources

## FSA Portal

[www.FSAssessments.org](http://www.FSAssessments.org)

## Florida Department of Education Web Site

<http://www.fldoe.org>

## School Accountability Reports

<http://schoolgrades.fldoe.org>

## SCPS Assessment & Accountability Web Site

<https://www.scps.k12.fl.us/district/departments/assessment-accountability/>



The difference between 180 and 158 is 22

**Try This**

Explain how you found your answer in Problem 4.

math

**Practice**

ve.

# Thanks!

Do you have any questions?


[Lauren.Gordon@Browardschools.com](mailto:Lauren.Gordon@Browardschools.com)


Quadrilaterals;  
Perimeter


Name hope


rectangle rhombus parallelogram square


1. Name the quadrilateral.

1.  Bob

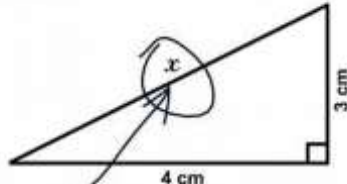
2.  Sam

3.  hary

4.  Tedison

5.  Cate

3. Find  $x$ .



Here it is

To change centimeters to meters  
you ?

take out centi

2. Write a fraction that is equivalent

What ended in 1896?

1895

What was significant about