

Curriculum /Florida Standards Assessments (FSA)

2015

Curriculum (Standards)

- What is my child learning this year and how can I support them at home?
- http://www.pasco.k12.fl.us/otl/curriculum_guides_k5
- http://flstandards.org/resources/parents_families/parent_guides.aspx
- <http://fsassessments.org/>

Third Grade-FSA Administration

- **FSA Reading March 25th & 26th**
 - Length of Test- 80 per session 160 total
- **FSA Math April 1st & April 2nd**
 - Length of Test- 80 per session 160 total

Fourth Grade-FSA Administration

- **FSA Scholarly Writing March 2nd**
 - Length of Test- 90 up to 120
- **FSA Reading March 25th & 26th**
 - Length of Test- 80 per session 160 total
- **FSA Math April 1st & April 2nd**
 - Length of Test-80 per session 160 total

Fifth Grade-FSA Administration

- **FSA Scholarly Writing March 2nd**
 - Length of Test- 90 up to 120
- **FSA Reading April 13th & 14th**
 - Computer Based Testing
 - Length of Test- 80 per session 160 total
- **FSA Math April 20th & 21st**
 - Computer Based Testing
 - Length of Test-80 per session 160 total
- **FCAT Science April 27th & 28th**
 - Length of Test-80 per session 160 total

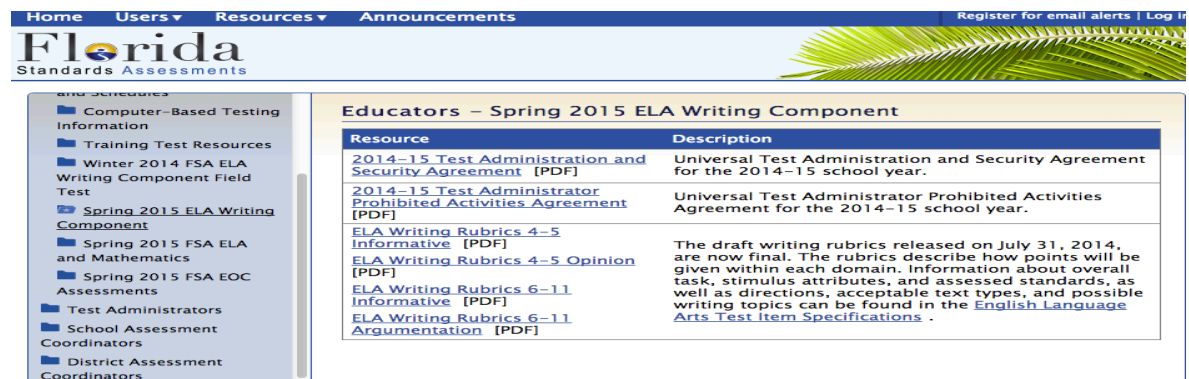
FSA ELA Scholarly Writing

4th & 5th Grade

- 90-120 minutes
- 2-4 passages (800-1300 word count)
- 1 planning page
- 3 lined pages

FSA Scoring Overview

- 2 trained scorers
- If scores are adjacent, the score given will be the higher of the two
- If scores are not adjacent, a 3rd person will review and score
- Score will be a part of the overall FSA ELA score



The screenshot shows the Florida Standards Assessments website. The navigation bar includes Home, Users, Resources, and Announcements. The main content area is titled "Educators - Spring 2015 ELA Writing Component" and features a table of resources. A sidebar on the left lists various testing and training resources.

Resource	Description
2014-15 Test Administration and Security Agreement [PDF]	Universal Test Administration and Security Agreement for the 2014-15 school year.
2014-15 Test Administrator Prohibited Activities Agreement [PDF]	Universal Test Administrator Prohibited Activities Agreement for the 2014-15 school year.
ELA Writing Rubrics 4-5 Informative [PDF]	The draft writing rubrics released on July 31, 2014, are now final. The rubrics describe how points will be given within each domain. Information about overall task, stimulus attributes, and assessed standards, as well as directions, acceptable text types, and possible writing topics can be found in the English Language Arts Test Item Specifications .
ELA Writing Rubrics 4-5 Opinion [PDF]	
ELA Writing Rubrics 6-11 Informative [PDF]	
ELA Writing Rubrics 6-11 Argumentation [PDF]	

The FSA K-5 Rubric...

	SKILLS: Purpose, Focus, & Organization LAFS.4.RL.1.2 Scale 1-4 points	SKILLS: Evidence & Elaboration LAFS.4.RI.1.1 Scale 1-4 points	SKILLS: Conventions and Spelling LAFS.4.RI.2.4 Scale 0-2 points
4 "Thorough" clear fully	• <u>fully</u> focused purpose • <u>clear</u> main idea, no loose details • variety of transitions • logical order • <u>catchy</u> intro. & conclusion	• thorough, convincing support for main idea • relevant evidence, meticulously • uses strategies to elaborate • <u>clear</u> , precise language • <u>clearly</u> appropriate academic and domain-specific vocabulary • sentence variety	
3 "Adequate" some enough mostly	• <u>adequately</u> focused purpose • organization is evident, sense of completeness • clear main idea, some loosely related details • <u>some</u> variety of transitions • <u>adequate</u> order • <u>just</u> enough intro. & conclusion	• adequate support for main idea, using sources • evidence <u>mostly</u> fits in, general sources or inconsistent • <u>adequate</u> elaboration • <u>adequate</u> use of precise/general language • topic-specific vocabulary • <u>some</u> sentence variety	
2 "Insufficient" somewhat consistent complete partial	• <u>somewhat</u> focused purpose • <u>inconsistent</u> organization • <u>partial</u> main idea, not enough details or unclear • repeat or missing transitions • order does not make sense • <u>incomplete</u> intro. & conclusion	• <u>insufficient</u> support for main idea, <u>partial</u> sources • evidence fit in poorly, not on topic • repetitive, <u>ineffective</u> transitions • simple language • <u>ineffective</u> topic-specific vocabulary • some simple sentences	• some minor errors • adequate sentence formation, capitalization, punctuation, and spelling
1 "Minimal" little or no few	• <u>little or no</u> awareness of purpose • <u>little or no</u> organization • <u>no</u> main idea, confusing details • <u>few/no</u> transitions • too short to show order	• <u>minimal</u> support for main idea • <u>minimal or no</u> evidence from the source • confusing, limited language • all simple sentences	• various errors • inconsistent sentence formation, capitalization, punctuation, and spelling
0			• lack of conventions • frequent, severe errors, obscures meaning

The FSA K-5 Reading Test...

Expectation

Expectation

Expectation

	SKILLS: Purpose, Focus, & Organization LAFS.4.RL.1.2 Scale 1-4 points	SKILLS: Evidence & Elaboration LAFS.4.RI.1.1 Scale 1-4 points	SKILLS: Conventions LAFS.4.W.1.1 Scale 0-4	Spelling
4 "Thorough" clear fully	<ul style="list-style-type: none"> fully focused purpose clear & effective organization clear main idea, no loose details variety of transitions logical order catchy intro. & conclusion 	<ul style="list-style-type: none"> thorough, convincing support for main idea, using sources relevant evidence, fit in nicely uses strategies to elaborate clear, precise language clearly appropriate academic and domain-specific vocabulary sentence variety 		
3 "Adequate" some enough mostly	<ul style="list-style-type: none"> adequately focused purpose organization is evident, sense of completeness clear main idea, some loosely related details some variety of transitions adequate order just enough intro. & conclusion 	<ul style="list-style-type: none"> adequate support for main idea, using sources evidence mostly fits in, general sources or inconsistent adequate elaboration adequate use of precise/general language topic-specific vocabulary some sentence variety 		
2 "Insufficient" somewhat consistent complete partial	<ul style="list-style-type: none"> somewhat focused purpose inconsistent organization partial main idea, not enough details or unclear repeat or missing transitions order does not make sense incomplete intro. & conclusion 	<ul style="list-style-type: none"> insufficient support for main idea, partial sources evidence fit in poorly, not on topic repetitive, ineffective transitions simple language ineffective topic-specific vocabulary some simple sentences 	<ul style="list-style-type: none"> some minor errors adequate sentence formation, capitalization, punctuation, and spelling 	
1 "Minimal" little or no few	<ul style="list-style-type: none"> little or no awareness of purpose little or no organization no main idea, confusing details few/no transitions too short to show order 	<ul style="list-style-type: none"> minimal support for main idea minimal or no evidence from the source confusing, limited language all simple sentences 	<ul style="list-style-type: none"> various errors inconsistent sentence formation, capitalization, punctuation, and spelling 	
0			<ul style="list-style-type: none"> lack of conventions frequent, severe errors, obscures meaning 	



Questions???