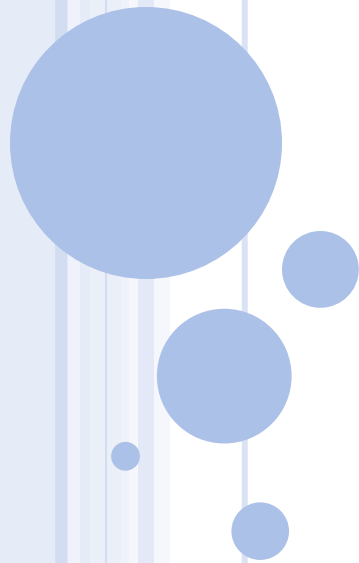


# **Florida Standards Assessments**

**NORMA BUTLER BOSSARD ELEMENTARY**

**PARENT NIGHT**



# AGENDA

- What are the Florida Standards Assessments?
- Subjects and Grades Assessed
- Test Schedule
- Test Timing
- Test Design and Test Item Types
- Score Information
  
- •How are FSA results used?
- •Helpful Resources



# WHAT ARE THE FLORIDA STANDARDS?

- The Florida Standards were adopted in 2014 in English/Language Arts and Mathematics to help prepare Florida students for success in college, career, and in life by emphasizing analytical thinking skills.
- The Florida Standards Assessments (FSA) provides a more authentic assessment of the Florida Standards because they include multiple choice, create graphs, interact with test content, and write and respond in different ways than required on traditional tests.
- Question types will assess students' higher-order thinking skills in keeping with the higher expectations of the Florida Standards.



# WHO PARTICIPATES?

- Per Florida Statute 1008.22, all public-school students are required to participate in the statewide assessment program.
  - All English Language Learners (ELLs) must participate in FSA assessments (including ELA). This includes ELLs who have been enrolled in school in the U.S. for less than one year.
  - Accommodations may be provided to students with a current Individual Education Plan (IEP) or Section 504 Plan.

Types of accommodations include: Flexible Presentation

- Flexible Responding
- Flexible Scheduling
- Flexible Setting
- Assistive Devices & Tools
- Large Print, One-Item-Per-Page, Braille



# WHAT SUBJECTS AND GRADES ARE TESTED?

- All tests will be paper-based and **MUST** be given at the school.
- Grades 3-5 FSA English Language Arts (ELA)
- Grades 3-5 FSA Mathematics



# FLORIDA STANDARDS ASSESSMENT TESTING DATES

English Language Arts (ELA)	Mathematics
<b>English Language Arts (ELA) Session 1</b>	<b>Mathematics Session 1</b>
<b>PHYSICAL</b> -April 6, 2021 <b>MSO</b> (April 8, 2021)	<b>PHYSICAL</b> -May 13, 2021 <b>MSO</b> (May 11, 2021)
<b>ELA Session 2</b>	<b>Mathematics Session 2</b>
<b>PHYSICAL</b> -April 7,2021 <b>MSO</b> (April 9, 2021)	<b>PHYSICAL</b> -May 14, 2021 <b>MSO</b> (May 12, 2021)
<b>ELA Make-Up Sessions:</b>	<b>Mathematics Make-Up Sessions:</b>
<b>PHYSICAL</b> -April 12-16, 2021 <b>MSO</b> (April 12-16, 2021)	<b>PHYSICAL</b> -May 17-20, 2021 <b>MSO</b> (May 17-20)

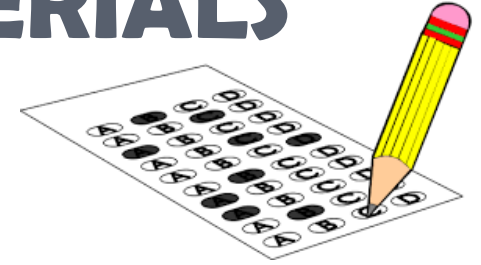


# ARE THE TESTS TIMED? **YES!**

- **FSA ELA Reading –Grades 3**
- **FSA Mathematics –Grades 3**
- 160 minutes over two days
- 80 minutes –Day 1 (short break after 40 minutes)
- 80 minutes –Day 2 (short break after 40 minutes)



# PAPER-BASED TEST MATERIALS



- **Grade 3-5 ELA Reading & Mathematics**
    - Students will receive a Test and Answer Book
    - Students will work problems in their test and answer book
  - *Practice Tests have been developed by DOE. Students will have an opportunity to take a paper-based practice test at the school prior to the actual test.*
    - *Available on the FSA portal for public access.*
- Go to [fsassessments.org](https://fsassessments.org) > Practice Tests*





# TEST DESIGN –ELA (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
<b>Total Number of Items</b>	<b>56-60</b>

## 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.	
<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>	

# TEST DESIGN -READING

- Two types of Reading passages:
  - **Informational:** provide readers with facts about a particular subject and may include magazine and newspaper articles, editorials, and biographies
  - **Literary:** written primarily for reader's enjoyment and may include short stories, poems, folk tales, and selections from novels
  - Students are also asked to evaluate and correct grade-level errors in a "draft" essay
- Approximate Word Count Range for Text or Text Set
  - Grade 3: 100-700



# TEST DESIGN

- **ELA Item Types Multiple Choice**
  - Students select one correct answer from four answer choices.
- **Editing Task**
  - The student reads a short passage with underlined words or phrases. The student selects the correct word or phrase that should replace the underlined word or phrase from a set of options. One option will always be “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.
- **Multiselect**
  - The student is directed to select a specific number of correct answers from amount the options provided.
- **Evidence-Based Selected Response**
  - In the 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
- **Table Match**
  - This item type presents options in columns and rows. Options may be words, phrases, sentences, quotations, line/paragraph/passage numbers, or images.
- **Multimedia**
  - Enhanced content my include multimedia elements such as images, charts, graphics timelines, etc.



# TEST ITEM TYPES –ELA READING

## ○ Multiple Choice

- Students select one correct answer from four answer choices.

**13.** What does exception mean as it is used in paragraph 8?

- Ⓐ a regular traveler
- a unique individual
- Ⓒ a person who grows vegetables
- Ⓓ a person who does experiments

*Option B: **This answer is correct.** Unlike other people of his time, Jefferson sought out new and unfamiliar experiences.*



# TEST ITEM TYPES –ELA READING

## ○ Multiple Choice

2. 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    Ⓐ 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.

Option D: **This answer is correct.** This sentence suggests how the tired man can use the hill to his advantage to help roll the cheese toward the market.



# TEST ITEM TYPES

## —ELA READING

### ○Editing Task

- Students read a short passage with underlined words/phrases.
- Students select the correct word/phrase that should replace the underlined word/phrase from a set of options.

**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

**Option D: This answer is correct.**  
*This option acknowledges the correct spelling of the underlined word "words."*

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

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

**Option B: This answer is correct.**  
*This option identifies the correct pronoun "he" to use in the sentence.*

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

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

**Option B: This answer is correct.**  
*This option indicates the correct verb tense "frowned" in context.*

# TEST ITEM TYPES —ELA READING

## ○ Selectable Text

- Two-part item:
  - Part A asks to make an analysis or inference & Part B requires the student to use the text to support the answer in Part A.

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

### Part A

What is the main idea of Passage 1?

- Ⓐ 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.

### Part B

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.
-

# TEST ITEM TYPES –ELA READING

## ○Multi-Select

- Students are directed to select a specific number of correct answers from among the options provided.

8. Which **two** sentences should be included in a summary of Passage 1?

- Ⓐ Jefferson's garden was on a hilltop in Virginia.
- Ⓑ Jefferson cooked most of his food by boiling it.
- Ⓒ Jefferson wrote the Declaration of Independence.
- Jefferson believed plants were important to society.
- Jefferson kept detailed records of the vegetables he grew.

Option D: **This answer is correct.** Jefferson's gardening efforts were undertaken because he believed so strongly that plants could benefit society.

Option E: **This answer is correct.** Jefferson's records of his plants are a prime example of his obsession with gardening, as well as a record of his efforts.





# TEST ITEM TYPES –ELA READING

## ○ Evidence-Based Selected Response

- Two-part item:
- Part A is multiple choice and Part B may be either multiple choice or multiselect

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

### Part A

What is the theme of Passage 1?

- ☒ Nature can have a powerful effect on people.
- ☐ Children need friends who can keep secrets.
- ☐ People can find interesting things in forests.
- ☐ Children often benefit from being quiet.

### Part B

How do Jess and Leslie's actions support the theme from Part A?

- ☐ They promise not to tell anyone about Terabithia.
- ☐ They are excited about seeing the forest every day.
- ☐ They decide not to talk when in the forest.
- ☒ They are determined to keep Terabithia sacred.

### Part A

Option A: **This answer is correct.** The beginning of the passage describes how Jess felt energized because he was out in nature. The passage ends by describing how Jess and Leslie are profoundly influenced by the stillness of the pine forest and vow to keep the area sacred.

### Part B

Option D: **This answer is correct.** The key theme of the passage is the influence of nature. A key example of the way this influence is felt is in the commitment Jess and Leslie make at the end of the passage to keep the forest sacred.

# TEST ITEM TYPES – ELA READING

5. Fill in **one** bubble in each row to show the order in which events happen in Passage 2.

## ○ Table Match

- Presents options in columns and rows. Options may include words, phrases, sentence, quotations, line/paragraph/passage numbers, or images.
- Student is directed to select a box that matches a correct option from a column with a correct option from a row.

	First	Next	Then	Finally
Eagle takes Fox to an island.	<input type="radio"/> A	<input checked="" type="radio"/>	<input type="radio"/> C	<input type="radio"/> D
Fox tricks Eagle into giving him her eggs.	<input checked="" type="radio"/>	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
Fox makes up a song to trick the animals.	<input type="radio"/> I	<input type="radio"/> J	<input checked="" type="radio"/>	<input type="radio"/> L
The animals build a bridge for Fox to walk over.	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> O	<input checked="" type="radio"/>

Option B: **This answer is correct.** This is the second action in a summary of events in the passage.

Option E: **This answer is correct.** This is the first action in a summary of events in the passage.

Option K: **This answer is correct.** This is the third action in a summary of events in the passage.

Option P: **This answer is correct.** This is the fourth and final action in a summary of events in the passage.

# TEST ITEM TYPES –ELA READING

## ○Multimedia

- Enhanced content may include multimedia elements such as images, charts, graphics, timelines, etc.



14. Fill in the circles to show how each image contributes to ideas in the passage.

	Image 1	Image 2	Both Images
shows how different bones form Sue's skeleton	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/>
shows how complete Susan Hendrickson's discovery was	<input type="radio"/> D	<input checked="" type="radio"/>	<input type="radio"/> F
shows how Sue's skeleton could not be displayed all together	<input checked="" type="radio"/>	<input type="radio"/> H	<input type="radio"/> I

Option C: This answer is correct. Both images include detailed depictions of Sue's bones and how they are arranged.

Option E: This answer is correct. The second image shows a much more complete skeleton, including the fake head bones, which is explained in paragraph 3.

Option G: This answer is correct. This first image only shows Sue's actual head bones, which is supported by information included in paragraph 3.

# TEST DESIGN -MATH

## MATH CONTENT CATEGORIES

### Grades 3-5 (CBT)

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	

## 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%

*\*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 ITEM TYPES -MATH

## Multiple Choice

- Student select one correct answer from four answer choices

## Equation Editor/Gridded Response

- Students enter a value into a grid. G3 grids have number and fraction bar bubbles and G4-5 grids have number, fraction bar, and decimal point bubbles.

## Editing Task Choice

- The student fills in a bubble to indicate the correct number, word, or phrase that should complete a phrase.

## Selectable Hot Text

- Excerpted sentences from the text are present in the item type. The student fills in the bubbles to indicate which sentences are correct.

## Multiselect

- The student is directed to select all of the correct answers from among the options provided.

## Matching

- This item type presents options in columns and rows. 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.

# TEST ITEM TYPES –MATH

## ○ Multiple Choice

- Students select one correct answer from four answer choices.

---

**14.** Which equation is true?

- Ⓐ  $340 + 20 = 370 + 10$
- Ⓑ  $340 + 30 = 350 + 10$
- Ⓒ  $340 + 40 = 340 + 10$
- $340 + 50 = 380 + 10$



# TEST ITEM TYPES –MATH

## ○Equation Editor/Gridded Response

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

} Answer boxes  
} Fraction bar  
} Number bubbles

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.



# TEST ITEM TYPES –MATH

## ○ Equation Editor/Gridded Response (continued)

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**

5	3	/	4			
	/	•	/	/	/	
•	•	•	•	•	•	•
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
4	4	4	•	4	4	4
•	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

OR

1	3	.	2	5		
	/	/	/	/	/	
•	•	•	•	•	•	•
0	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	4
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

**INCORRECT**

1	3	1	/	4		
	/	/	•	/	/	
•	•	•	•	•	•	•
0	0	0	0	0	0	0
•	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	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9



# TEST ITEM TYPES –MATH

## ○ Equation Editor/Gridded Response (continued)

- 10.** Daniella fills a container with soil by using a bowl. The bowl holds  $\frac{3}{4}$  cup of soil. Daniella uses 13 full bowls of soil to fill the container.

How many cups of soil does the container hold?

			3	9	/	4
	/	/	/	/	●	
•	•	•	•	•	•	•
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
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

**Other correct responses:** any equivalent value

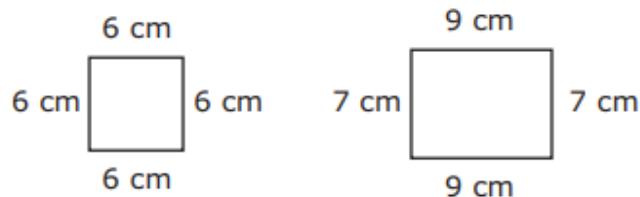


# TEST ITEM TYPES –MATH

## ○Editing Task Choice

- Student fills in a bubble to indicate the correct number, word, or phrase that should complete a phrase or sentence.

9. 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

<input type="radio"/> (A) squares
<input type="radio"/> (B) trapezoids
<input checked="" type="radio"/> (C) rectangles

because

<input checked="" type="radio"/> (A) all the angles in each shape are right angles.
<input type="radio"/> (B) all the sides of each shape have the same length.
<input type="radio"/> (C) all the sides of each shape are made of straight lines.



# TEST ITEM TYPES –MATH

## ○Selectable Hot Text

- Excerpted sentences from the text are presented in this item type. The student fills in bubbles to indicate which sentences are correct.

5. Kaiya and Deangelo each create a number pattern.

- Kaiya's pattern uses the rule "Add 2" and has a first term of 6.
- Deangelo's pattern uses the rule "Add 4" and has a first term of 5.

Complete the statement that describes the relationship between the two number patterns. For each box, fill in the bubble before the word or phrase that is correct.

The two patterns 

<input type="radio"/> (A) have
<input checked="" type="radio"/> (B) do not have

 terms in common because

Kaiya's pattern has 

<input type="radio"/> (A) only odd
<input checked="" type="radio"/> (B) only even
<input type="radio"/> (C) both odd and even

 numbers and

Deangelo's pattern has 

<input checked="" type="radio"/> (A) only odd
<input type="radio"/> (B) only even
<input type="radio"/> (C) both odd and even

 numbers.



# TEST ITEM TYPES –MATH

## ○ Multi Select

- Student is directed to **select all** of the correct answers from the options provided.

**27.** Select all the expressions that have a value of 32.

- ☐ (A)  $304 \div 9$
- ☐ (B)  $259 \div 8$
- ☒ (C)  $224 \div 7$
- ☒ (D)  $160 \div 5$
- ☐ (E)  $100 \div 3$



# TEST ITEM TYPES –MATH

## ○Table Match

- Presents options in columns and rows.
- 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.

**15.** For each attribute, fill in circles to select all the shapes that **always** have that attribute.

	Rectangle	Rhombus	Square	Parallelogram
4 equal-length sides	<input type="radio"/> A	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/> D
4 right angles	<input checked="" type="radio"/>	<input type="radio"/> F	<input checked="" type="radio"/>	<input type="radio"/> H
Exactly one pair of parallel sides	<input type="radio"/> I	<input type="radio"/> J	<input type="radio"/> K	<input type="radio"/> L
Exactly two pairs of parallel sides	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>



# ELECTRONIC DEVICES

- No electronic devices permitted during testing
- Students **CANNOT** have any electronic device (e.g., cell phones/smartphones, smartwatches, cameras, etc.) on them **OR** within arm's reach even if they do not use them
- Cause for immediate invalidation of test.

**NO**



# HELPING YOUR CHILD

## ○ Test Preparation

- Help your child to realize that it is important to do their best every day, as well as on the FSA.
- Review class and homework with your child.
- Ensure that your child participates in the practice tests so that he/she becomes familiar with the items.
- Help your child get a good night's sleep and eat a nutritious breakfast.
- Work with your child to help them learn how to lower anxiety/stress about the test.



# FSA SCORES

- Students will receive a Scaled Score (SS), Achievement Level, Percentile Rank, and Raw Scores.
- •Grade 3 ELA scores will be released by **June 30 ( approximately)**

Level 2	Level 3	Level 4	Level 5
Students at this level demonstrate a <b>below satisfactory</b> level of success with the challenging content of the <i>Florida Standards</i> .	Students at this level demonstrate a <b>satisfactory</b> level of success with the challenging content of the <i>Florida Standards</i> .	Students at this level demonstrate an <b>above satisfactory</b> level of success with the challenging content of the <i>Florida Standards</i> .	Students at this level demonstrate <b>mastery</b> of the most challenging content of the <i>Florida Standards</i> .



# GRADE 3 FSA ELA / GOOD CAUSE

- **Grade 3 FSA ELA Scores**
- –Per F.S. 1008.22(5)(b), to be promoted to grade 4, a student **must score a Level 2 or higher on the Grade 3 FSA ELA Reading assessment.**
- –Students who score a Level 1 on ELA may qualify for a good cause exemption for promotion to Grade 4 per Florida State Board Rule 6A-1.094221(1)(A), F.A.C. ( See below)
- **‘Good Cause’ Exemptions**
- 1. Student Portfolio –starts in February (an organized collection of evidence of the student’s mastery of the ELA standards that are assessed on the G3 FSA ELA test)
- 2. I-Ready: 50% or higher (score of 535+)•Spring Testing -Diagnostic 3: May 11-28
- 3. SAT 10: 45% or higher (Summer Testing Only –June TBA)
- Promotion for ELs **less than two years in the ESOL program, when feasible and as appropriate**
- Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.
- **ALL decisions are made on an individual/student basis**



# HOW ARE FSA RESULTS USED?

- FSA results provide teachers and schools with additional information about each student's proficiencies.
- •Results are used **IN ADDITION TO** teacher observations and coursework throughout the year in making determinations of student strengths and areas of opportunity.



# HELPFUL RESOURCES

- FSA Portal

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

- •Florida State Standards (Cpalms)

<https://www.floridastudents.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/>


# FSA PORTAL


- FSA Portal: [www.FSAssessments.org](http://www.FSAssessments.org)
- The FSA Portal was developed as a communication tool by the Florida Department of Education and contains all published information regarding FSA assessments, and released Practice Tests
- Access to the portal and information is public.



**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 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

**Administer the FSA**

**Secure Browser**

**FSA Resources**

**Practice Tests**

# FREQUENTLY ASKED QUESTIONS

Will virtual students (MSO) have to take the FSA assessments at school?

- **Yes**, per Florida Statute 1008.22, **all public-school students** are required to participate in the statewide assessment program.
- Schools will work with parents to schedule virtual (MSO) students to come on campus to take the assessments associated to their grade level (ELA, Reading, and/or Math).
- Schools will follow all health and safety policies (e.g., social distancing, masks, cleaning)
- (see slides 3-5)

