

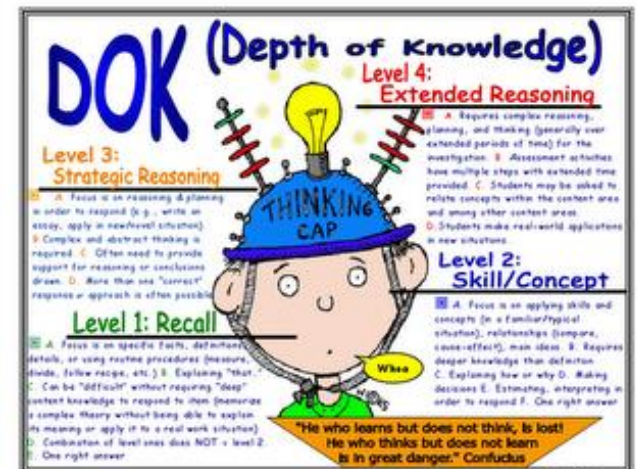
Florida Standards Assessments and FCAT Science

NORMA BUTLER BOSSARD ELEMENTARY



WHAT IS THE FLORIDA STANDARDS ASSESSMENT?

- The FSA is a state assessment that expects students to respond to various types of questions based on the Florida state standards.
- It measures student mastery of grade level standards taught at different levels of complexity.
- The FSA emphasizes critical thinking.



ASSESSMENT CALENDAR

	Writing	Reading	Math	Science
4 th & 5 th grade (schoolhouse)	April 6 th	May 5 th & 6 th	May 13 th & 14 th	
4 th & 5 th grade (MSO)	April 8 th	May 3 rd & 4 th	May 11 th & 12 th	
5 th grade – (MSO & schoolhouse)				May 19 th & 20 th
Time Allotted for each FSA:	One Session: 120 mins.	Two Sessions: 80 mins. each	Two Sessions: 80 mins. each	Two Sessions: 80 mins. each

WAYS YOU CAN HELP YOUR CHILD

- Maintain a good attendance record
- Arrive to school on time
- Avoid picking up your child early from school
- Ensure they have a healthy breakfast to start their day
 - Free Breakfast is provided to all students in the cafeteria until 8:15 a.m.
- Make sure they are completing their homework daily
- Provide access to a computer for their i-Ready lessons
- Do not assist during homework assignments to avoid confusion

I-READY

Supplemental Reading and Math program that has been shown to have a direct correlation to success on the FSA

- Students must complete their individualized requirement of 45, 60, or 75 minutes weekly as determined by the student's diagnostic test level. This means that students may need to complete additional i-Ready sessions at home.
- Has been shown to have a direct correlation to FSA scores
- Students must monitor their time and the number of lessons completed.
 - Remind students to always try their best when working on the program.
- Being used for placement for Middle School
 - Electives will be replaced with additional Reading and Math courses if FSA scores fall below a level 3
 - i-Ready scores are used while FSA scores are being processed

Florida Standards Assessments Scale Scores for Each Achievement Level

The table below includes the final achievement level cut scores established in Rule 6A-1.09422 on January 6, 2016.

Assessment		Level 1	Level 2	Level 3	Level 4	Level 5
English Language Arts Scale Scores (240-412) for Each Achievement Level	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
Mathematics Scale Scores (240-393) for Each Achievement Level	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

Questioning Formats

- Multiple Choice
- Multi-Select (more than one correct answer)
- Graphic Organizers
- Response to Multi-Media (Text Features)
- Table Match



Passage Example English Language Arts FSA

Online Learning

- 1 Learning new things is an exciting part of life. Learning can happen anywhere. There are kids who learn at a school, kids who learn at home and some kids who learn online. Students who learn this way use their computers and the Internet to connect to online classrooms. They use a camera connected to their home computer to let the teacher and other students see them. They can see their teacher and classmates on their screens because their classmates and teacher use a camera, too.
- 2 Before the Internet, children in remote places sometimes had classes over the radio or used the mail to get lessons and return them. For example, in the past, children who lived in distant parts of Australia were taught using the radio. Every day at a certain time, they tuned in to a special radio station. All the children could hear their teacher at the same time, but they were hundreds of miles apart. They got their lessons in the mail, did their homework, and mailed it back to the teacher.
- 3 Today, students who live far away from their teacher have classes on the Internet. In some online classrooms, a classroom full of kids can use a special computer program at the same time as the teacher. The students can live in one country, and the teacher can be located in a different country. Still, it's just like a classroom at your school. The teacher can teach the kids. The kids can ask questions. Everyone can see and hear everything that's being said as it happens.
- 4 It is also possible for students to live in different places and be a part of an online class together. Each person goes to a website for the class they are taking. Thousands of people can watch and listen to this class at the same time. When they want to speak, they can use a microphone to ask and answer questions. When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. The connection over the Internet is broken, and the online classroom disappears.
- 5 Online classes can be held whenever is best for the teacher and students. Sometimes, they don't have to have a class where everyone is together all at once. There are classes where all the materials are posted on the website and students can use them whenever they need to. They can write questions and turn in their assignments. They can check back later to see if the teacher has left answers or



EXAMPLE QUESTION FOR ELA FSA

With which two sentences would the author agree?

- ☒ Learning is exciting no matter how you do it.
- ☐ All students should go to school on the Internet.
- ☐ Thousands of students in the same class are too many.
- ☒ Online classrooms are a good alternative to regular ones.
- ☐ Students in the same class should live close to each other.



EXAMPLE QUESTION FOR ELA FSA

Part A

How has learning from distant places changed over time?

- ☒ A Students can ask questions and get answers faster.
- ☐ B Students can hear their teacher during the same class time.
- ☐ C Students use the mail to receive and send work.
- ☐ D Students live far apart from their classmates.

Part B

Select one sentence that supports the answer in part A.

- ☐ A "The students can live in one country, and the teacher can be located in a different country."
- ☐ B "All the children could hear their teacher at the same time, but they were hundreds of miles apart."
- ☐ C "They got their lessons in the mail, did their homework, and mailed it back to the teacher."
- ☒ D "Everyone can see and hear everything that's being said as it happens."
- ☐ E "Sometimes, they don't have to have a class where everyone is together all at once."



ELA WRITING ASSESSMENT

- The ELA FSA has a Text-Based Writing Component that is administered separately from the rest of the ELA FSA

Testing Dates: April 6th (schoolhouse) & April 8th (MSO)

- Reported **as part** of the ELA score.
- FSA English Language Arts Writing begins in 4th grade and is part of the FSA until 10th grade
- It is administered earlier to allow time for hand scoring.
- Students will have 120 minutes to read multiple sources, plan, write, and revise their writing.
- The sources may include newspaper articles, websites pages, journals, or literary texts like biographies, poetry, fantasy.
- 10-point Rubric: Opinion or Informative



WRITING RUBRIC- 10 POINTS TOTAL

OPINION OR INFORMATIVE PROMPT

Identifying High Standards:

Students will be scored on:

- ✓ **Purpose, Focus, and Organization(4 points)**
- ✓ **Evidence and Elaboration (4 points)**
- ✓ **Conventions (2 points)**

PFO

PURPOSE, FOCUS, AND ORGANIZATION

(HIGH STANDARDS: 3+)

4

- ❖ Essay is fully focused
- ❖ Clearly states the topic or opinion
- ❖ Effective organization (Introduction, Body, and Conclusion)
- ❖ Varied and strong transitional words



EE

EVIDENCE AND ELABORATION

(HIGH STANDARDS: 3+)

4

- ❖ Convincing support and evidence (Quoting and paraphrasing, giving credit to the author and source)
- ❖ Uses of sources, facts, and details
- ❖ Elaboration of ideas- Elaboration is the explanation of the quotes through examples, details, and stories connected to the students' lives.
- ❖ Clear expression of ideas – Easy to understand
- ❖ High vocabulary
- ❖ Varied sentence structure



CONVENTIONS C.U.P.S. (HIGH STANDARDS: 2)

2

C – Capitalization

U – Usage of grammar

P – Punctuation

S – Spelling

- ❖ Minor errors in CUPS
- ❖ No patterns in mistakes



Read the "Should Students Do Activities to Improve Schools?" passage set.

Should Students Do Activities to Improve Schools?

Source 1: Starting with a Clean Slate . . . and a Lot of Paint!

by Marcia Amidon Lusted

1 Look at the outside walls of your school. Have they been painted? Maybe, but maybe not. For many years, the walls around them are covered with graffiti. But thanks to Operation Clean Slate, kids have turned those ugly walls into something bright and beautiful.

2 It all started when a man named Mike noticed a white wall with red graffiti all over it. He wrote graffiti everywhere he went. Howard was surprised to see his students why they messed up the wall. Writing on walls is a bad feeling of recognition, they told him. For these kids could do to the walls instead of create public art, something beautiful and useful. Operation Clean Slate (OCS) was born. . . .

3 Eighteen years later, OCS has helped over 24,000 volunteers have helped them. Many have made their own schools and public buildings look better. School to help them paint their own murals to paint and where, and raises the money for them get started. It usually takes anywhere from one to 10 days of painting.

4 Murals can be of anything. Not only are they beautiful, but they also carry important messages and make kids feel better about their schools and make people feel better when they see them.

"Starting with a Clean Slate . . . and a Lot of Paint!" by Marcia Amidon Lusted. Reprinted by permission of Carus Publishing Company.

Grade 4 Scoring Sampler Passage Set and Prompt

Source 2: Growing a Schoolyard Garden

adapted from an article by Jeannine Pao

The bell rings. Finally, it's lunchtime. Do you know where your lunch is coming from? Around the country, there are programs that teach kids to think about food and their food.

The students . . . created their garden from scratch. In an area around their school, they pulled weeds . . . Under the weeds and junk, there was not in good condition for growing food. So the students plan to cover crops. (When these plants grow, they get plowed back into the soil. It's like growing your own fertilizer!) The students use compost. This rich soil is produced when vegetation (leaves, grass, peels, apple cores, and more) rots and breaks down. Adding compost to enrich garden soil.

Sure, gardening is hard work. But the students have a lot of fun doing it. They get to play in the dirt, they have to.

But the best part of the garden experience is eating, of course. They eat peas in their pods and tomatoes right off the vine. They snack on flowers as they work. (This is safe because the Edible Schoolyard uses chemical fertilizers or pesticides.) Once food has been harvested, the students take it to the kitchen classroom. Here, the students do the chopping and cooking to setting the table with tablecloths, silverware, and dishes from the garden. Each day, the students make delicious, healthy meals. They share what they have prepared. After eating, they take the kitchen scraps out to the garden where they're used to help grow more food.

"Growing a Schoolyard Garden" adapted from an article by Jeannine Pao, from *AppleSeeds*. Copyright © 2015. Reprinted by permission of Carus Publishing Company via Copyright Clearance Center.

Source 3: Keep Students Focused on Schoolwork

by Luz Chavez

9 Having students do jobs around school, such as gardening and painting, sounds like a good idea at first. Students learn how to be responsible. They practice working in groups. They keep the school looking great. However, there are many reasons why these jobs should be left to adults.

10 Students lead busy lives. They have classwork, homework, after-school activities, and chores at home. Many parents are already concerned that their children have too much homework. Teachers often worry about having enough classroom time to teach and prepare students. Many kids need tutoring and this extra time spent outside of the classroom would keep them from being able to get help. Students' classroom time is precious. Schools should focus on preparing students for academic success.

2

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Grade 4 Scoring Sampler Passage Set and Prompt

11 Having to do all of that work outside of class would also cut down on a student's time to have fun. Many kids like to unwind by playing video games, watching their favorite TV show, or playing after school sports or other school activities.

12 The need for supervision is another reason not to have students do jobs to improve school grounds. Schools don't have to take care of or closely watch adult workers. Adults know how to work carefully. They know how quickly or slowly to do a job. They know how to handle different types of tools. They are less likely to hurt themselves or make mistakes.

13 A hallway painted by an adult is likely to look better than a hallway painted by a child. Sure, a child can decorate a hallway. But painting a hallway is a job for a professional. Professionals won't leave spots or stains. They won't accidentally paint on windows. Also, it is not the kids' job to clean up the school. While some kids may like this, others will not enjoy it. Students have a job to do well in school. A painter has a job to paint. Kids should not be doing that.

14 Yes, school gardens and cleanup efforts, such as picking up trash or painting walls, can teach children the value of work. But with the many dangers these tasks present, the jobs are better left in the hands of adults. When in school, students should focus on learning in the classroom.

"Keep Students Focused on Schoolwork" by Luz Chavez. Written for educational purposes.

Writing Prompt

The teachers in your school are planning activities for students. Write an essay for your teacher in which you give your opinion about whether students should do activities to improve schools. Use information from the passages in your essay.

Manage your time carefully so that you can

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

Be sure to include

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

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.



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

To start with, if students will be able to paint on the walls, (yes sure not graffiti) it can do many benefits for schools. Such as giving schools a better look. You can brighten up the plain old hallways. Give it that spark of imagination and creativity that's inside of you! Make your school a place where people want to be and make that visit pleasurable! Secondly, morals can paint messages. Such as courage, perseverance, etc. This could lift students' spirits when they are feeling down. This reminds me of the time I started the school. The hallways were so dull I couldn't even stand the place! What I didn't know for is that for the first assignment of the school, ^{S-1} express ourselves in a mo

Score Point 4/4/2

(page 3 of 4)

a bomb of color set off Boom!!! Every inch of the school was exploding with color. Now this takes me to Operation Clean Slate! This operation started by a man named Michael Howard. I was at the edge of my seat when I read that Michael Howard's operation helped paint more than 700 murals. In the text Starting with a Clean Slate and a lot of Paint! Now that's a spark of imagination!

It wouldn't be fair if I didn't tell you about the way schools are teaching kids about where food comes from and give them the opportunity to create them. How you ask? Gardens! First of all it can contribute plenty of biology classes and even get a chance to do the things some biologist do. This also is easier said than done. The students have to get muddy but also get a learning experiences. This is like the time I went to Mr. Green's biology class. I remember getting dirty planting tomatoes and carrots. Then harvesting them. The hardest part was the heat though! You can create soil and make something new too with this too. Take manure, peels, and scraps of soil richer and filled with create something new? Well,

just use that spark of imagination and creativity again. Now that's down and dirty! Wow Cool! That beautiful artwork in this gorgeous school! I sure wish my school could be like this. I almost want to live here! Students should be able to improve their school through activities. How can you disagree!

Imagine bright city lights with thousands of stars twinkling. Soon enough, all those twinkling stars will be out of sight. Light pollution is causing problems for plants, animals, and people. Luck

be done to help prevent light pollution. Light pollution can be found almost everywhere, but what is light pollution? Light pollution is formed by bright city lights. Have you ever been to a big city like New York? Most likely, when you look up, all you see is bright city lights, poles, and buildings. According to "Sources of Light Pollution" by Bruce Bauer, air pollution is not the only light source, such as pole or building lights, to see the night sky. Most big cities have a harder time seeing the night sky than someone who doesn't live in a big city, but air pollution also plays a role. Even though air pollution is a major cause of light pollution, it is not the only one. Light pollution even more. According to the second paragraph of "Sources of Light Pollution", lights shine upwards or sideways, the light goes upwards and brightens the sky. Air pollution, it can make the light brighter in the sky. Many

bright cities have more light pollution than cities that are not.

Light pollution is like the rotten egg in the cake batter. Light pollution makes the lights in the sky harder to see, and can even harm nearby. Have you ever looked up in the sky at night, and saw millions of stars you couldn't see now-a-days, you'd probably only see a few or less. According to the article "Light Pollution" by Catherine Clarke Fox, we'd normally be able to see about 2,500 stars alone. In the 5th paragraph, the author states that only a third of all people can see our galaxy, and those people are away from city lights. Light pollution doesn't block out the view of the stars, but it can also harm the animals. Have you ever watched a video or television show where sea turtles move towards the sea, and the people brought flashlights? According to "Cap San Turtle Hatching at Florida Resort", sea turtles have an instinct to move towards the light. If there are bright lights elsewhere, they might follow them, which can be very dangerous for them. Light pollution causes trouble for the sky and animals.

Light pollution is present almost anywhere

likely, stopping light pollution would not be too easy since light is present everywhere, from buildings to cars, but we can help to reduce the light pollution. We can prevent light pollution by using less powerful lights. Most people like bright homes and cities so they can see better, so they use brighter lights. However, using bright lights can send up more light particles, brightening the sky by the minute. Brighter lights send more light pollution than dim lights. Many lamps have light facing upwards. According to "Sources of Light Pollution", the light escapes upwards, which of course creates more light pollution. If we were to use only lights that face downwards, we would reduce lots of light pollution. Using dimmer lights and lights that face downwards will help prevent the light pollution, according to "A Light Pollution Study Near You".

Lights are present everywhere and are very helpful in many cases. However, we should reduce the light pollution in the air, for our own sake and for animals. Using less bright lights in cities can help us see the beauties of the night sky and will help animals to survive.

MATH FSA

Reporting Categories

Grade 3 Mathematics Reporting Categories	% of Test
Operations, Algebraic Thinking, and Numbers in Base Ten	48
Numbers and Operations – Fractions	17
Measurement, Data, and Geometry	35

Grade 4 Mathematics Reporting Categories	% of Test
Operations and Algebraic Thinking	21
Numbers and Operations in Base Ten	21
Numbers and Operations – Fractions	25
Measurement, Data, and Geometry	33

Grade 5 Mathematics Reporting Categories	% of Test
Operations, Algebraic Thinking, and Fractions	39
Numbers and Operations in Base Ten	28
Measurement, Data, and Geometry	33

(Available under the “About the FSAs” link from www.fsassessments.org)

www.FLDOE.org

EXAMPLE QUESTION 4TH MATH FSA

Three classes at Lakeview School are going on a field trip. The table shows the number of people in each class, including the teacher.

They can choose to use buses, vans, and cars.

	Total number of people
Mrs. Ruiz's Class	23
Mr. Yang's Class	25
Mrs. Evans' Class	24



Buses have 20 seats



Vans have 16 seats



Cars have 5 seats

Which three combinations can be used to take all three classes on the field trip?

- ☐ 1 bus and 4 vans
- ☐ 3 vans and 11 cars
- ☐ 1 bus and 1 van and 6 cars
- ☐ 1 bus and 8 cars
- ☐ 2 buses and 3 vans and 4 cars

EXAMPLE QUESTION 4TH MATH FSA

6



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

- ☒ 1×3
- ☐ $10 \div 30$
- ☐ 30×10
- ☒ $30 \div 10 \div 1$
- ☐ $30 \div (2 \div 5)$
- ☒ $(30 \div 2) \div 5$



EXAMPLE QUESTION 4TH MATH FSA

Zachary gives boat rides at the beach. His boat can hold a maximum of 9 passengers. A group of 26 children and 10 adults want to go on a boat ride. How many trips will Zachary have to make so that everyone gets a chance to ride on the boat?

	/	/	/	/	/	
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

EXAMPLES QUESTION 4TH MATH FSA

Compare the values of the bold digits in the numbers 675,**3**18 and 52**3**,941.

How many times greater is the value of 3 in the number 523,941 than in 675,318?

Solve the following multiplication equations.

Equation		Product
1.	$1,452 \times 7 =$	
2.	$28 \times 45 =$	
3.	$352 \times 9 =$	



EXAMPLE QUESTION 5TH MATH FSA

Paula has 48 stamps in her collection. Among her stamps, $\frac{1}{3}$ have pictures of animals. Out of her stamps with pictures of animals, $\frac{3}{4}$ of those stamps have pictures of birds.

How many stamps have pictures of birds on them?

There are stamps with pictures of birds on them.

EXAMPLE QUESTION 5TH MATH FSA

Which statements below describe the numerical expression shown?

$$6 \times (5 + 4)$$

Statement	Yes	No
Six times the sum of 5 and 4		
Six times 5 plus 4		
Add 5 and 4, then multiply by 6		
Six multiplied by the sum of 5 and 4		

EXAMPLE QUESTION 5TH MATH FSA

Mr. Demercado had 1,500 grams of clay to use in his art class. He gave 310 grams to each of 4 groups of students. He put the remaining clay in a container. How many kilograms of clay did Mr. Demercado put in the container?

	/	/	/	/	/		
.
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

RESOURCES AND EXTRA SUPPORT

- i-Ready (Reading and Math)
 - 2 years below grade level- 75 mins per week
 - 1 year below grade level – 60 mins per week
 - On grade level- 45 mins per week
- MyOn (Reading)
- Reflex (Math)
- Thinkcentral Math



SCIENCE FCAT INFORMATION

- ❑ Testing Dates: May 19th & 20th
- ❑ Multiple choice questions
- ❑ The test is broken up into two sessions
- ❑ One 80-minute session per day

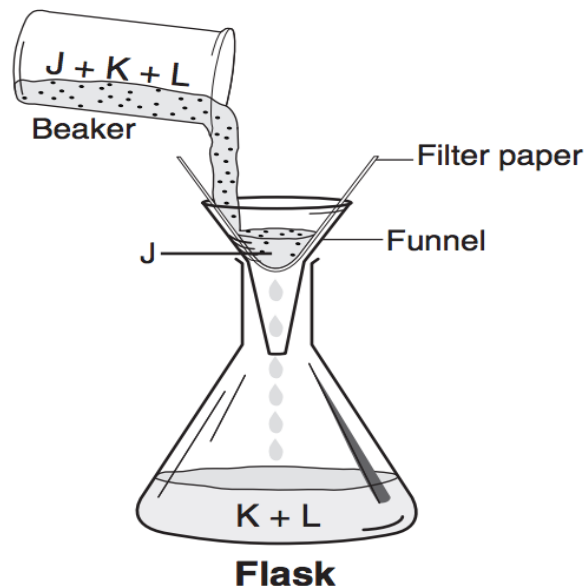


SCIENCE FCAT CONTENT

PHYSICAL & CHEMICAL SCIENCES	EARTH & SPACE SCIENCES	LIFE & ENVIRONMENTAL SCIENCES	SCIENTIFIC THINKING
<ul style="list-style-type: none">• describes matter & its properties• identifies atoms, elements, mixtures, & compounds• explains energy, its forms & interaction with matter• explains motion & identifies force	<ul style="list-style-type: none">• explains weather systems• recognizes rocks & minerals• describes the solar system & universe• explains Earth's changes over time	<ul style="list-style-type: none">• identifies & explains plants, animals, & life processes• recognizes the importance of conservation of natural resources• describes the interactions of plants, animals, & the environment	<ul style="list-style-type: none">• applies scientific approaches to problem solving• recognizes patterns & systems within nature• recognizes the impact of technology on society

SAMPLE QUESTION

- 1 Raheem is investigating the properties of several substances. He prepared a beaker containing substances J, K, and L and filtered the contents through a funnel into a flask, as shown below.

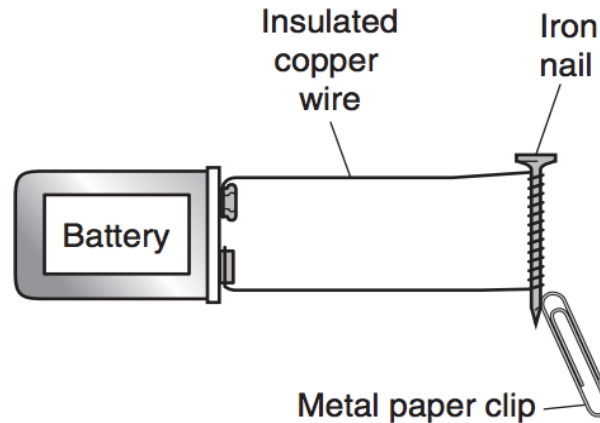


What term **best** describes substances J, K, and L inside the beaker before Raheem poured them through the filter paper?

- Ⓐ mixture
- Ⓑ solution
- Ⓒ compound
- Ⓓ pure substance

SAMPLE QUESTION

- 2 Tanisha built the circuit in the picture below using a battery, insulated copper wire, and an iron nail. The iron nail has become magnetized by the battery and is attracting a metal paper clip.



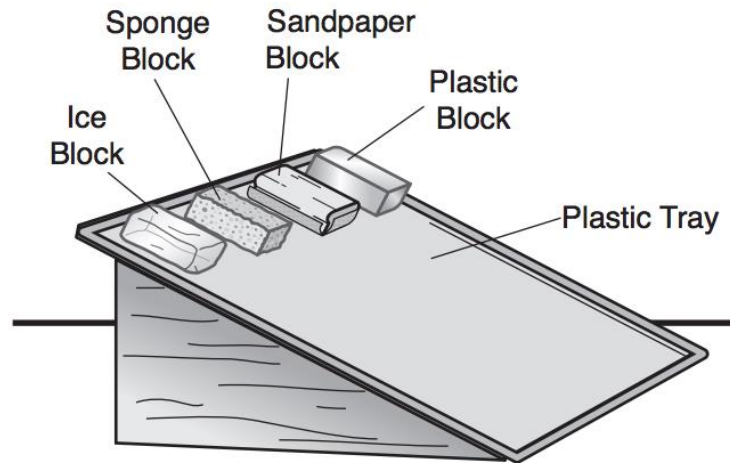
Tanisha's Circuit

Which form of energy caused this nail to become magnetized?

- Ⓕ electrical
- Ⓖ heat
- Ⓗ light
- Ⓘ mechanical

SAMPLE QUESTION

- 4 Felipe and Marsha were studying friction and decided to do an experiment. They placed four equally sized blocks made of different materials on an elevated plastic tray. They watched the blocks move down the tray.



Friction Experiment

Which block would experience the **least** amount of friction as it moved down the tray?

- Ⓕ Ice Block
- Ⓖ Sponge Block
- Ⓗ Sandpaper Block
- Ⓘ Plastic Block

FLORIDA STANDARDS INFORMATION SITE

➤ <http://fsassessments.org/>



The screenshot displays the Florida Standards Information Site interface. At the top, a navigation bar includes links for Home, Students & Families, Test Administration, Technology Resources, About the Assessments, and a Search Resources field. Below this is the Florida Statewide Assessments logo and a decorative palm frond image. The main content area is divided into several sections:

- Welcome:** A message stating, "This portal is your source for information about Florida's Statewide Assessment Program."
- Recent Announcements:** A list of updates, including support for Chrome OS 87 and iOS/iPadOS 14.4, 2020 Assessment and Accountability Meeting presentations, and the Fall/Winter 2020 ELA Retake and EOC Test Administration Manual.
- Left Sidebar:** A vertical column of five buttons with icons: Students & Families (graduation cap), Test Administration (document with checkmark), Technology Resources (computer monitor), About the Assessments (pencil and 'i' icon), and Adaptive Progress Monitoring (APM) Program (APM logo).
- Right Sidebar:** A vertical column of six buttons with icons: Administer Assessments (person with key), Secure Browser (shield with checkmark), Testing Resources (stack of books), Practice Tests (list with gear), Reporting (document with person), and TIDE (gears and people icon).