

Coconut Grove Elementary



FLORIDA STANDARDS ASSESSMENT
FEBRUARY 25, 2021



Mrs. Schneider, Principal

Mrs. Arttime, Assistant Principal



Florida Standards
Assessments Highlights

Students to be tested on the Spring 2021

FSA:

- ***ALL*** Students enrolled in grades 4-5 will participate in FSA English Language Arts, Mathematics and Text-based Writing assessments

SSA:

- Grade 5 students will also take a Science Assessment

FSA Highlights



Assessment	Estimated Number of Items	Sessions	Time Frames
FSA ELA Grades 3-5	56-60	2	80- Minutes per session
FSA ELA Writing Grades 4-5	NA	1	120- Minutes
FSA Math Grades 3-5	56-66	2	80- Minutes per session
SSA Science Grade 5	60-66	2	80- minutes per session

Test Administration Schedule for CGE

Dates	Assessments	Grade Level
May 3-28, 2021	FSA English Language Arts	4-5
April 5-30, 2021	Text Based Writing Component	4-5
May 3-28, 2021	FSA English Language Arts	4-5
May 3-28, 2021	FSA Mathematics	4-5
May 3-28, 2021	SSA Science	5

How is the F.S.A. scored?



**STUDENTS CAN RECEIVE SCORES
RANGING FROM
LEVEL 1-LEVEL 5**

**(LEVEL 1= LOWEST AND LEVEL 5 =
HIGHEST)**

PROFICIENCY LEVELS: 3-5

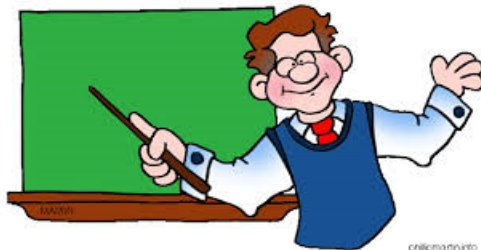
4th & 5th Grade –ELA Instructional Response

WRITING

- **WEEKLY WRITING PROMPTS**

Dissect 2-4 sources compiling text evidence for support

Most assignments will be started in class with independent work assigned for homework



READING

- **REVIEW STRATEGIES AND BENCHMARKS**

By reviewing assessments, reading complex texts, and creating and answering questions

I-READY

I-READY READING ASSIGNMENTS
(AT LEAST THREE TIMES A WEEK)

ACCELERATED READER (AR)

**30 MINUTES DAILY OF INDEPENDENT
READING**

Reach 100% of goal by the end of the grading period


ELA Text-Based Writing Component



The FSA ELA assessment has a Text-Based Writing Component that is administered separately from the rest of the FSA ELA assessment, but it is reported as part of the ELA score (It is administered earlier to allow time for handscoring).

- Grade 4-5 **120 minutes**
- 2 to 4 different texts on the same topic and the student will create a response based on what is asked of the student.
- Students will be presented with either a one part or a two part prompt.
- For the Informative writing prompts, students will be required to synthesize and analyze ideas from the stimuli to develop and support a controlling idea.
- For the Opinion writing prompts, students will be required to synthesize and analyze ideas and evidence from stimuli. They will use these ideas to present and support an opinion.

Examples of an Informative Prompt



One Part Prompt:

The passages were about exploring the oceans through technology. Write an informative essay in which you explain how technology has helped explorers overcome challenges related to deep-sea exploration. Use evidence from the passages in your essay.

Two Part Prompt:

The sources that you read were about different materials. Write an informative essay in which you contrast two interesting materials that you read about and how the materials are used. Use information from the sources in your essay.

Examples of an Opinion Prompt



One Part Prompt:

The passages you read were about bike sharing. Write an essay in which you give your opinion about whether or not a bike sharing program would work in your community. Use information from the passages in your essay.

Two Part Prompt:

The passages are about bottled water. Write an essay in which you give your opinion about which system would be better for your school: selling bottled water or buying a water purification system and why the other idea would not be a good choice for your school. Support your opinion with evidence from the sources.

Examples of FSA ELA Test Items



3. Fill in the bubbles to show whether each option describes Jess or Leslie in Passage 1.

	Jess	Leslie
becomes a leader in the forest	<input type="radio"/> A	<input type="radio"/> B
is not sure if the forest is haunted	<input type="radio"/> C	<input type="radio"/> D
changes after arriving in Terabithia	<input type="radio"/> E	<input type="radio"/> F
suggests listening to better understand the forest	<input type="radio"/> G	<input type="radio"/> H

Examples of FSA ELA Test Items



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

Part A

Which sentence gives a point made by the author of Passage 1?

- Ⓐ Jefferson enjoyed cooking.
- Ⓑ Jefferson was a great president.
- Ⓒ Jefferson kept trying when his plants failed.
- Ⓓ Jefferson thought everyone should have a garden.

Part B

Which sentence from Passage 1 provides evidence for the answer in Part A?

- Ⓐ "After Jefferson retired from public life to his beloved Virginia hilltop plantation, the garden 'served as a sort of this experimental testing lab'" (paragraph 1)
- Ⓑ ". . . when blossoms appeared, and when the food should come to the table." (paragraph 3)
- Ⓒ ". . . 'The greatest service which can be rendered any country is to add a useful plant to its culture.'" (paragraph 4)
- Ⓓ "'He once also wrote that if he failed 99 times out of 100, that one success was worth the 99 failures'" (paragraph 6)

Examples of FSA ELA Test Items



- 19 Just because you are aware that somebody is talking doesn't mean that you are paying attention. It takes practice to give somebody your full attention. The goal of understanding isn't just to know what somebody said. You should try to understand the complete message being sent.

- 20 Learning how to understand others is an important skill, both inside and outside the classroom. People who are good at understanding others have an easier time gaining other peoples's trust. This helps them to build good relationships.

- 21 One way to improve your understanding is to be curious about what others think. Don't judge what they say, and don't intirupt. Try to remember important points of their messages. Check for understanding by trying to repeat back what they said, only in your own words. This will show others that you are paying attention.

- 22 You must understand another person's message, but that doesn't mean that you have to agree with it. The goal of good communication isn't agreement, but understanding.

19. Choose the correct punctuation.

- (A) What somebody said
you should
- (B) what. Somebody said
you should
- (C) what Somebody said,
you should
- (D) correct as is

21. Choose the correct spelling.

- (A) interrupt
- (B) interupt
- (C) intirrupt
- (D) correct as is

Informative/Explanatory Rubric

DRAFT ELA Text-based Writing Rubric
Florida Standards Assessment

Domain 1

Grades 4–5: Informative/Explanatory Text-based Writing Rubric

Domain 2

Domain 3

Grade 4–5

(Score points within each domain include most of the characteristics below.)

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Clearly stated and strongly maintained controlling idea with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Relevant evidence integrated smoothly and thoroughly with references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples) Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Various sentence structures creating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Maintained controlling idea, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

Continued on the following page

Informative/Explanatory Rubric

DRAFT ELA Text-based Standards for Writing, Grades 4–5: Informative/Explanatory
Florida Standards

Domain 1

Domain 2

Domain 3

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Partially focused controlling idea, but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources, and erratic or irrelevant references Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Inappropriate or ineffective domain-specific vocabulary Sentences possibly limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Frequent extraneous ideas impeding understanding Few or no transitional strategies Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Minimal, absent, erroneous, or irrelevant evidence from the source material Expression of ideas that is vague, lacks clarity, or is confusing Limited or inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

Mathematics Florida Standards



With the adoption of the Florida Standards for mathematics, students will be focusing on critical areas including the following:

- * Building foundational skills, like addition, subtraction, multiplication, division, fractions, and decimals
- * Understanding the concepts of mathematics more deeply. (We want to move our children beyond procedural skill and into conceptual understanding)
- * Building skills and problem-solving abilities, and applying mathematics to the real world. (By thinking and reasoning “mathematically,” our students can practice applying mathematics to the real world.)

What we know about the F.S.A Mathematics Assessment



THE STANDARDS REQUIRE STUDENTS TO
CRITICALLY READ, ANALYZE, DISCUSS
AND WRITE MATHEMATICAL EQUATIONS.



FSA Mathematics Sample Question



MULTIPLE CHOICE

1. What is 78 rounded to the nearest ten?

- Ⓐ 70
- Ⓑ 75
- Ⓒ 80
- Ⓓ 100

FSA Mathematics Sample Question



MULTI SELECT

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

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

FSA Mathematics Sample Question



OPEN RESPONSE

- 3.** A bakery uses 48 pounds of flour each day. It orders flour every 28 days.

Create an equation that shows how many pounds of flour the bakery needs to order every 28 days.

FSA Mathematics Sample Question



GRIDDED RESPONSE

$60 + 10 =$

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

OR

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



Reference Sheets

4TH AND 5TH GRADE STUDENTS WILL 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

For additional resources visit:



WWW.FSASSESSMENTS.ORG

**IT IS RECOMMENDED THAT ALL
PARENTS SIT WITH THEIR
CHILD AND TAKE THE
PRACTICE ASSESSMENTS THAT
ARE OFFERED ONLINE!**



MIAMI-DADE COUNTY PUBLIC SCHOOLS



SCIENCE-TECHNOLOGY-ENGINEERING-MATHEMATICS

5th Grade:
Statewide Science
Assessment (SSA)
May 3-28, 2021

NGSSS SCIENCE STANDARDS



Currently we continue to use the Next Generation Sunshine State Standards (NGSSS) for Science. During teaching and learning, connections to Florida Standards for Mathematics and English Language Arts Literacy for History, Science and Technical Subjects are established, as they are essential for understanding the Nature of Science.

TEST ADMINISTRATION INFORMATION



About SSA

Grade 5 SSA will be administered in two 80-minute sessions with a break in the middle of each session.

- Grade 5 sessions are administered over two days.
- Paper-Based Test!
- All multiple choice/No short-answer responses

SSA CONTENT REPORTING CATEGORIES



Students will be tested on the following science categories:

- Nature of Science
- Earth and Space Science
- Physical Science
- Life Science

Sample Test Questions

Nature of Science

25. Andy completed an experiment to test if seeds germinate faster at higher temperatures. Andy got three damp paper towels and rolled up 10 radish seeds in each one. He placed one group of seeds in the refrigerator. He placed a second group on the kitchen countertop, and he placed a third group in a warm spot on top of his hot water heater. Andy found the average time it took the seeds to germinate in each location. The results are shown in the table below.

SEED GERMINATION TIMES

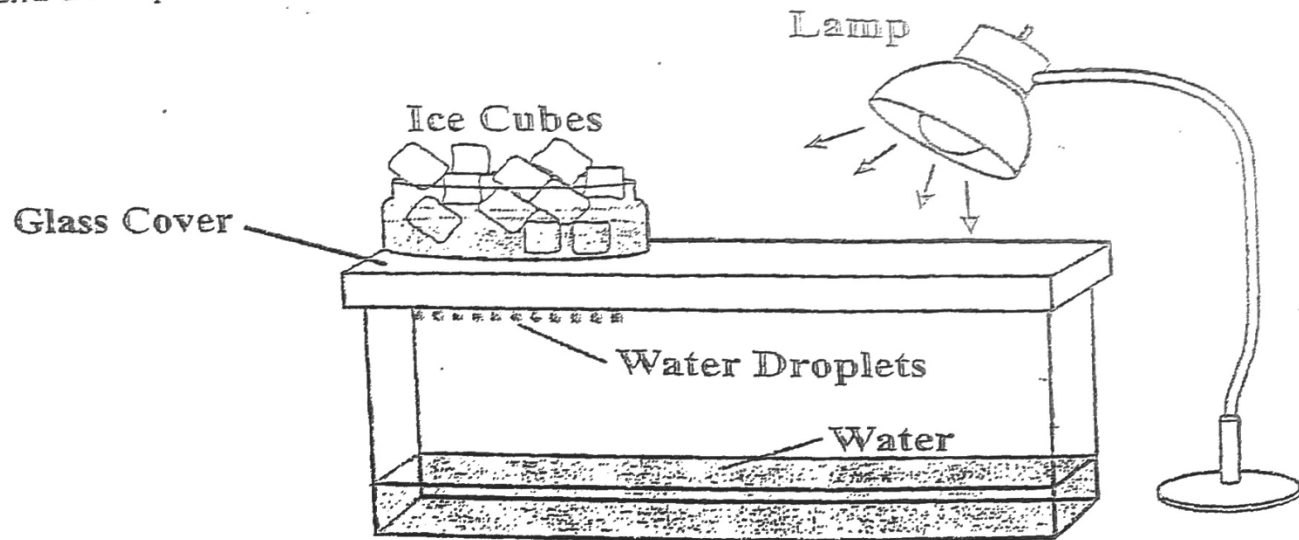
Seeds	Location	Average Time to Germinate (Days)
Group 1	Refrigerator	12
Group 2	Counter	6
Group 3	Hot Water Heater	3

Andy concluded that radish seeds germinate faster at higher temperatures. Which of the following statements **best** supports Andy's conclusion?

- A. Seeds have different germination times.
- B. Some radish seeds took more than 12 days to germinate.
- C. Seeds would germinate faster on a water heater than in a refrigerator.
- D. The seeds took an average of 3 days to germinate on the water heater and 12 days in the refrigerator.

Earth/Space Science

10. A model of the water cycle was made using an aquarium with a glass cover, a container of ice cubes, water, and a lamp.

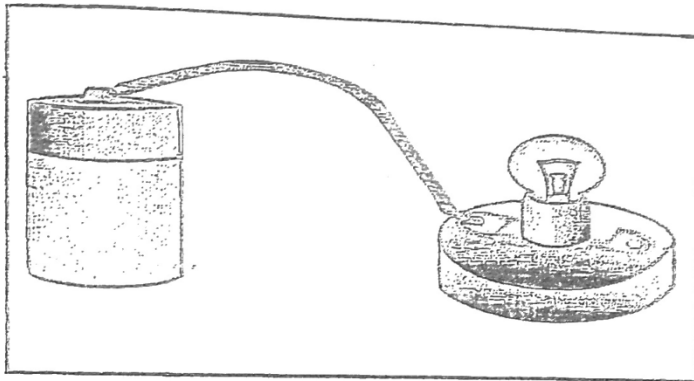


Which part of the water cycle causes the water droplets to form on the glass cover?

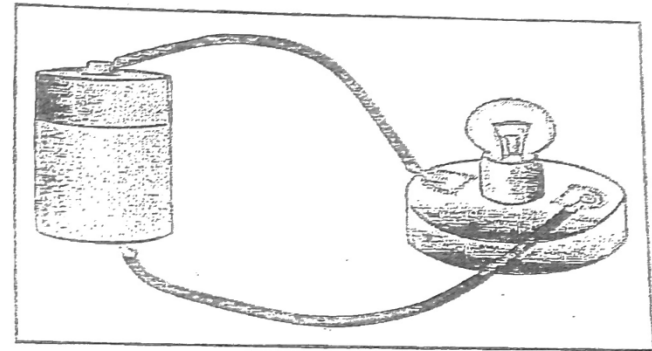
- A. condensation
- B. evaporation
- C. precipitation
- D. runoff

Physical Science

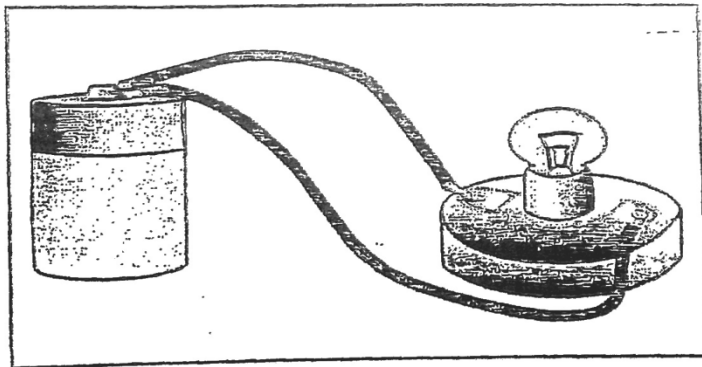
17. Electric circuits must be properly connected or electricity will not flow. Which of the following shows a properly connected circuit that would allow electricity to flow and light the bulb?



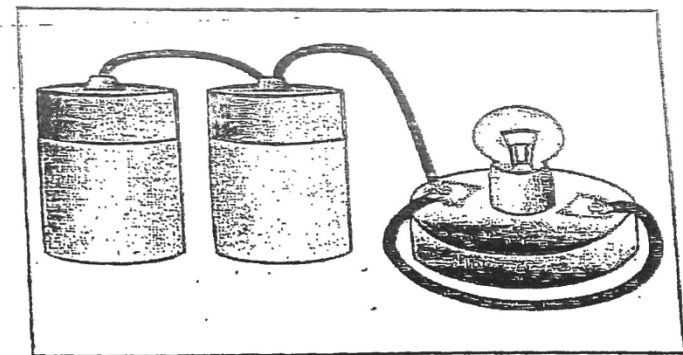
A.



C.



B.



D.

Life Science

1. In the human body, blood carries oxygen to the organs. Which of the following pumps blood throughout the body?
 - A. heart
 - B. kidneys
 - C. liver
 - D. lungs

ONLINE SCIENCE RESOURCES AVAILABLE TO STUDENTS THROUGH THE PORTAL



- ExploreLearning: Gizmos
- DISCOVERY EDUCATION
- NBC Learn
- Textbook Online Resources
- PowerMyLearning
- Mystery Science
- Floridastudents.org

External Online Resources

- Scholastic Study Jams <http://studyjams.scholastic.com/studyjams/index.htm>

Questions?



- Reach out to teacher
- Email jschneider@dadeschools.net
- Email iartime@dadeschools.net
- Email ibanister@dadeschools.net