



Florida Standards Assessments English Language Arts

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Fall 2014

Council of Language Arts Supervisors Meeting

Florida Council of Teachers of English

Professional Development Institute

www.FLDOE.org

2014 – 15 Assessments

| | FSA | FCAT 2.0/EOC |
|---------------------------|---|--|
| Contractor | American Institutes for Research (AIR) <ul style="list-style-type: none"> Data Recognition Corporation (DRC) | Pearson |
| Standards Assessed | Florida Standards | Next Generation Sunshine State Standards |
| | Grades 3 – 11 ELA Grades 3 – 8 MA Algebra 1 (EOC) Geometry (EOC) Algebra 2 (EOC) | Grades 5-8 Science FCAT Mathematics Retake FCAT 2.0 Retake Algebra 1 Retake Geometry Retake (Fall and Winter only) Biology 1 Civics |
| CBT Platform | Test Delivery System (TDS) | TestNav8 |

Florida Standards Assessments (FSA) English Language Arts Statewide Assessment Schedule*

| English Language Arts (ELA) | |
|---|--|
| Dates | Assessment |
| December 1 – 19, 2014 | Computer-Based: FSA ELA Writing Component Field Test (selected schools only) |
| March 2 – 13, 2015 | Paper-Based: FSA Grade 4 ELA Writing Component |
| March 2 – 13, 2015 | Computer-Based: (including Paper-Based Accommodations): FSA Grades 5 – 11 ELA Writing Component |
| April 13 – 24, 2015 | Paper-Based Accommodations: FSA Grades 5 – 11 ELA Reading |
| April 13 – May 8, 2015 | Computer-Based: FSA Grades 5 – 11 ELA Reading |
| *Complete Schedule available at www.FSAssessments.org | |

Florida's Transition to Computer-Based Testing Statewide ELA Assessments*

| Assessment | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
|---|---------|--------------------------|---------|--------------------------|
| ELA Grade 3 | PBT | PBT | PBT | 1 st year CBT |
| ELA Grade 4 | PBT | 1 st year CBT | CBT | CBT |
| ELA Grades 5 through 11 | CBT | CBT | CBT | CBT |
| <p>ELA = English Language Arts (Both components) PBT = Paper-based Test CBT = Computer-based Test NLA = No longer administered</p> | | | | |
| Next Generation Sunshine State Standards (NGSSS) Reading Assessment | | | | |
| FCAT 2.0 Reading Retake | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| | CBT | CBT | NLA | NLA |
| *Complete Schedule available at www.FSAssessments.org | | | | |

FSA ELA Test Materials – Spring 2015

| CBT Assessment | All Students | Paper-Based Accommodations |
|-----------------------------------|---|--|
| Grades 5-11 ELA Writing component | Writing Planning Sheet (provided) | Test and Answer Book Writing Passage Booklet (CBT accommodation) |
| Grades 5-11 ELA Reading component | CBT Worksheet (provided) Headphones/ear buds required (No specifications; sound check.) | Test and Answer Book Reading Passage Booklet (CBT accommodation) |

FSA ELA Test Materials (PBT)

| | |
|------------------------------------|------------------------|
| Grade 4 ELA Writing component | Writing Planning Sheet |
| Grades – 3-4 ELA Reading component | Test and Answer Book |

FSA Session Timing

- Sessions provide student access to specific items within the allotted session time. Once a student has submitted a session, he or she cannot return to those items.
- Students are permitted to take personal breaks, as needed.
- The FSA ELA includes the Text-Based Writing Component, administered separately from the rest of FSA ELA to allow time for handscoring; will be reported as part of a single ELA score.
- Assessment comment forms should be completed online after December field test and spring testing to provide feedback on testing experience.

FSA ELA – Writing Component ONLY

| Grade/Subject | Time | Number of Sessions | Computer-Based in 2015? |
|---------------|------------|--------------------|-------------------------|
| 4 | 90 minutes | 1 | No |
| 5 | 90 minutes | 1 | Yes |
| 6 | 90 minutes | 1 | Yes |
| 7 | 90 minutes | 1 | Yes |
| 8 | 90 minutes | 1 | Yes |
| 9 | 90 minutes | 1 | Yes |
| 10 | 90 minutes | 1 | Yes |
| 11 | 90 minutes | 1 | Yes |

2014-15 Assessments

- Winter 2014 FSA ELA Writing Component Field Test
 - Purpose:
 - To obtain item statistics on the newly-developed writing prompts/text sets for grades 4-11; and
 - To review item statistics and choose prompts/text sets for use on operational assessments beginning spring 2015-16
 - Details:
 - December 1 – 19, 2014
 - Online TAM
 - CBT ONLY
 - Grades 4-11; all grade bands in selected school will participate
 - Two different prompts administered to each student on two different days
 - One 90-minute session for each prompt
 - Selected schools notified early October
 - Planning sheets shipped based on sample numbers



- **Spell check – NO**

- Bold
- Italics
- Underline
- Remove formatting
- Insert/remove numbered list
- Insert/remove bulleted list
- Decrease indent
- Cut, copy, paste, undo, redo
- Insert special character



Training Tests – Secure Browser release in October; applicable tools will be functional.

Example of Prompt Directions - Grades 4 – 5 Opinion

Various purpose – task – audience – setting statements within prompts.

Write an essay in which you give your opinion about Use information from the passages in your essay. (Various versions may be used.)

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 (type) your essay in the space provided.

Example of Prompt Directions - Grades 4 – 5

Various purpose – task – audience – setting statements within prompts. See portal.

Write an informative essay about Use information from the passages in your essay. (Various versions may be used.)

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
- information from the passages as support; and
- a conclusion that is related to the information presented.

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

Grade 6 - Argumentative

Various purpose – task – audience – setting statements within prompts.

Write an argumentative essay in which you Use the information from the texts in your essay. (Various versions may be used.)

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 a claim;
- use evidence from multiple sources; and
- avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay.

Type your response in the space provided.

Grades 6 – 11 Informative/Explanatory

Various purpose – task – audience – setting statements within prompts.

Write an explanatory essay about. . . . Your essay must be based on ideas and information that can be found in the “. . .” passage set. (Various versions may be used.)

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

- use evidence; and
- avoid overly relying on one source.

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

Grades 7 – 11 Argumentation

Various purpose – task – audience – setting statements within prompts.

Write an argumentative essay in which you Use the information from the texts in your essay. (Various versions may be used.)

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 a claim;
- address counterclaims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

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

Draft Rubrics – Final Versions Coming SOON!

- June 26, 2014 – FSA ELA Content Advisory Committee reviewed first draft of rubrics via WebEX
- June 27 – July 29 – Revised draft rubrics accordingly
- July 31, 2014 – Posted draft rubrics to portal
- July 31 – September 8 – Collected Public Comments
- August 26 – 30 – Educator Content Review of 2015 Anchor/Training materials using draft rubrics
- September 16 – 18 – Prompt Review committees evaluated public comments
- September 26 – 30 – Content Advisory “one more look”
- Almost ready for posting!

Biggest Changes – Overarching Statements

Grades 4- 5

Informative/Explanatory

PFO – Score Points 4 and 3 – The response is fully (adequately) sustained and consistently (generally) focused within the purpose, audience, and task; and it has a clearly stated (has a) controlling idea

Opinion

PFO - Score Points 4 and 3 – The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated (has an) opinion

Overarching Statements

Grades 6 – 11

Informative/Explanatory

PFO – Score Points 4 and 3

The response is fully (**adequately**) sustained and consistently (**generally**) focused within the purpose, audience, and task; and It has a clear **controlling idea**

EE – Score Points 4 and 3

The response provides thorough and convincing (**adequate**) support, **citing** evidence for the controlling idea

Overarching Statements

Grades 6 – 11

Argumentation

PFO – Score Points 4 and 3

The response is fully (**adequately**) sustained and consistently focused within the purpose, audience, and task; and it has a clear **claim** and

EE – Score Points 4 and 3

The response provides thorough and convincing (**adequate**) support, **citing** evidence for the writer's claim. . . .

Other Changes – Some Additions/Revisions for Clarity and Consistency

The response includes most of the following:

- Read information in each bullet carefully;
- Remember that within the score point, most of the descriptions will be evident.

Still NOT a checklist

Reading the Prompt FIRST

- Should help student determine purpose for reading and begin thought process for how to respond
- Consider entire task
- Take notes
- Use planning sheet
- Reread
- Draft, plan, revise, edit

Condition Codes

- Blank
- Illegible, incomprehensible, insufficient, **copied**
- Off Topic
- Foreign Language

Grades 4 – 5 – Use of Sources

- Simple but clear use of sources, facts, and details
- Title of passage/article
- Paragraph number
- Author
- Direct quotations

Citing Evidence – Grades 6 - 11

Informal citations are acceptable.

- Title of article, passage
- Author's name
- Paragraph number
- Direct quotation with tag line

FSA ELA Reading Component

| Grade | Time | Number of Sessions | Number of Days | Computer-Based in 2015? |
|-------|------|--------------------|----------------|-------------------------|
| 3 | 160 | 2 | 2 | No |
| 4 | 160 | 2 | 2 | No |
| 5 | 160 | 2 | 2 | Yes |
| 6 | 170 | 2 | 2 | Yes |
| 7 | 170 | 2 | 2 | Yes |
| 8 | 170 | 2 | 2 | Yes |
| 9 | 180 | 2 | 2 | Yes |
| 10 | 180 | 2 | 2 | Yes |
| 11 | 180 | 2 | 2 | Yes |

FSA ELA Passages (Texts)

Permissioned and Public Domain

May have information removed/redacted for suitability for the intended grade.

- Ellipses are used to show removal.
- Brackets with inserted word/phrase are used to show substitution.

Example:

As I reflect on my last years of teaching, My job in the [schools] morphed from classroom teacher to Literacy Coach in the blink of an eye. [Educator] was my supervisor, and I attended CLAS to observe.

Commissioned – Rare need for redactions/removal of information

ELA Reading - Listening Items

- Grades 3 and 4 - ELA assessments will not include listening items until each grade transitions to CBT.
- Grades 5 – 11 Paper-Based Accommodated versions will not include listening items in spring 2015.

What Your Schools Need to Know about FSA

- The online **FSA Portal** is the starting place for all FSA programs, resources, and information.
- Information previously published on the FDOE website will now be available on the portal.
- You can register for email alerts and be notified when new announcements or resources are posted.

www.FSAssessments.org

Other Resources

October – Updated Test Design - Blueprints

- Percent of computer-based test comprised of Technology-Enhanced Items (when all are CBT)
- Expanded definitions for technology-enhanced items (TEIs)

2015 – Enhanced *Test Item Specifications* (early winter)

- Front matter
- Additional items
- Assessment limits

Nomination Forms – We Need YOU!

- Please take a nomination form; duplicate as often as needed.
- Complete and return as explained.
- Add a note to show that you are a CLAS and/or FCTE member.

QUESTIONS?

TDC Contact Information

- **Steve Ash, Executive Director, TDC**
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