



Florida Standards Assessments English Language Arts Updates

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FSA ELA Projects

2016 - 2017

- Ongoing FSA ELA Reading Development
- 2017 Operational Reading and Writing Test Book production September 2016–May 2017 (Fall 2017 RT)
- Fall FSA ELA Writing Ranging Meetings—September 2016
- Fall FSA ELA Passage/Item Review Meetings—October 2016
- 2017 Operational Writing Handscoring
- Rubric Validation Meeting 5/23/17
- Test Construction July/August 2017
- **And the cycle continues . . .**

FSA Concordant and Comparative Scores

- Currently, students who need to satisfy their graduation requirement for the Grade 10 FSA ELA are eligible to use the following concordant and comparative scores:
 - Grade 10 FSA ELA students may use the FCAT 2.0 Reading passing score on either the ACT or SAT.
- Per s. 1008.22(8), F.S., these concordant and comparative scores will remain in effect until such time as new scores are adopted.

FSA Concordant/Comparative Scores (cont.)

- An Alignment Study was held in January 2017 to help determine new concordant ACT and SAT scores for the FSA Grade 10 ELA.
- The study also considered whether it would be appropriate to use the PERT and PSAT/NMSQT to satisfy the Grade 10 ELA graduation requirement.
- Once new concordant and comparative scores have been adopted, they will apply to all students who have the respective FSA assessments as part of their graduation requirements.

FSA Concordant/Comparative Scores (cont.)

- The tentative timeline for the alignment study is as follows:
 - Concordant and comparative score recommendations made to the State Board of Education for approval in Spring/Summer 2017
 - New concordant and comparative scores would become effective beginning with Fall 2017 FSA tests.

2017 Spring

- FSA ELA Writing Handscoring—TDC Content team onsite to monitor
- FSA FT ELA Rubric Validation Meeting
 - Machine-scored constructed response items to be reviewed; process similar to rangefinding
 - Preexisting rubric and scores on a sample of student responses reviewed by FL educators
 - Rubrics/scores confirmed or revised rubrics and scores established to ensure automated scoring follows criteria for operational scoring of item if ever placed on the FSA ELA

FSA ELA General Reminders

- For all multiple-session tests, sessions **MUST** be completed in order.
- Two-session tests **MUST** be completed over two days.
- Multiple grade-level/subject makeup tests may be administered in the same room as long as appropriate administration scripts are read and correct materials are distributed.
- Test administrators must allow the correct amount of time for each test session.

About the FSA ELA

READING Reminders to Students:

- Read passages and listen to audio clips carefully
- Follow all directions
- Answer **BOTH** parts of two-part items
- Choose the **specified** number of options
- Think critically.



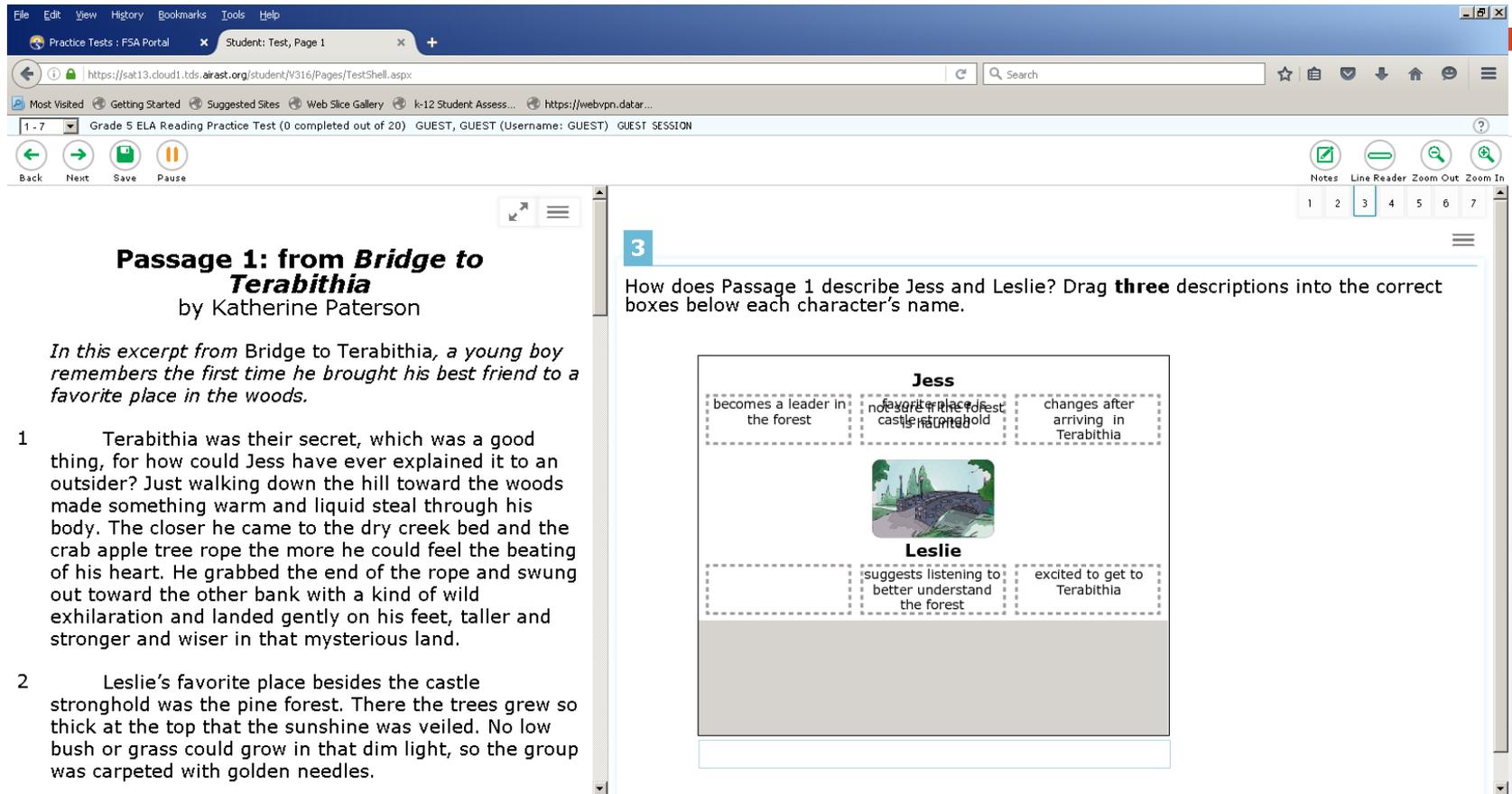
Utilize the FSA ELA Practice Tests!

- FSA PRACTICE TESTS (PTs) available for each grade
- **Online** FSA Reading PTs divided into two sessions to allow Test Administrators practice with logging students in and out of sessions
 - **SESSION LENGTH AND CONTENT ARE NOT REPRESENTATIVE OF THE OPERATIONAL ASSESSMENTS! (PT sessions are divided by genre.)**
- CBT students required to participate in a practice-test session prior to testing
- Training/Practice Tests available on the FSA Portal

Accommodations (Included in Practice Tests)

- For students with IEP or 504 plan that specifies this accommodation, Text-to-Speech (TTS) functionality available for all computer-based FSA ELA Reading and Writing components
 - Passages/text sets **not** read to students
 - Items and options **read** to students
 - Prompt wording **read** to students
 - American Sign Language (ASL) videos or closed captioning provided for listening items on the ELA Reading tests (CBT **and** **PBT**) for students who require them
 - Students with PBT accommodations have access to the **listening items** via a secure interface.

GRID Item



The screenshot shows a web browser window with the URL <https://sat13.cloud1.tds.araest.org/student/V316/Pages/TestShell.aspx>. The page displays a reading passage titled "Passage 1: from *Bridge to Terabithia* by Katherine Paterson".

Passage 1: from *Bridge to Terabithia*
by Katherine Paterson

In this excerpt from Bridge to Terabithia, a young boy remembers the first time he brought his best friend to a favorite place in the woods.

1 Terabithia was their secret, which was a good thing, for how could Jess have ever explained it to an outsider? Just walking down the hill toward the woods made something warm and liquid steal through his body. The closer he came to the dry creek bed and the crab apple tree rope the more he could feel the beating of his heart. He grabbed the end of the rope and swung out toward the other bank with a kind of wild exhilaration and landed gently on his feet, taller and stronger and wiser in that mysterious land.

2 Leslie's favorite place besides the castle stronghold was the pine forest. There the trees grew so thick at the top that the sunshine was veiled. No low bush or grass could grow in that dim light, so the group was carpeted with golden needles.

The activity on the right asks: "How does Passage 1 describe Jess and Leslie? Drag **three** descriptions into the correct boxes below each character's name."

Jess

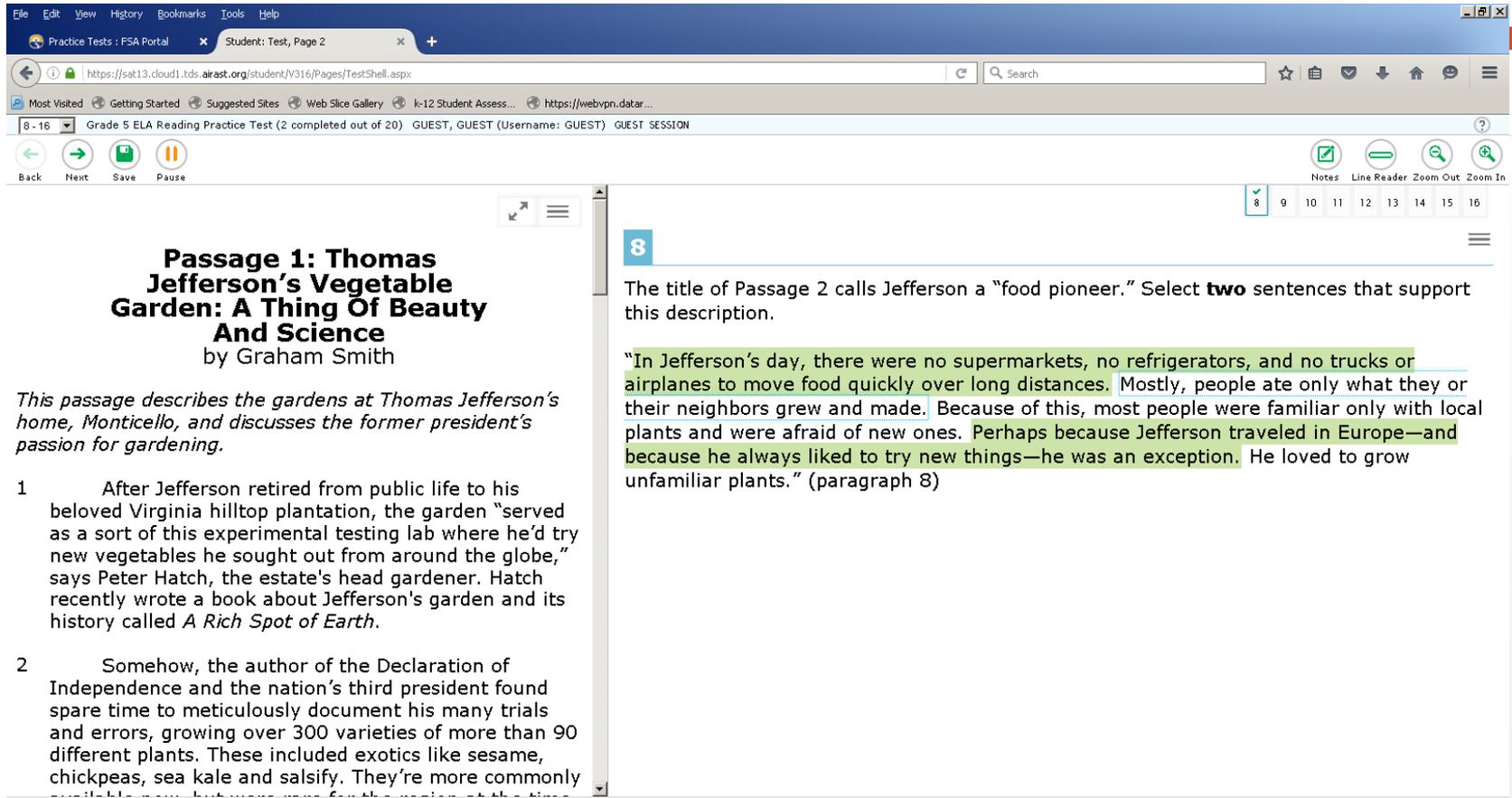
- becomes a leader in the forest
- favorite place: the pine forest
- changes after arriving in Terabithia



Leslie

- suggests listening to better understand the forest
- excited to get to Terabithia

Hot Text Item



The screenshot shows a web browser window with the URL <https://sat13.cloud1.tds.airast.org/student/V316/Pages/TestShell.aspx>. The page displays a reading passage titled "Passage 1: Thomas Jefferson's Vegetable Garden: A Thing Of Beauty And Science" by Graham Smith. The passage describes the gardens at Thomas Jefferson's home, Monticello, and discusses his passion for gardening. Two numbered questions are listed: 1. After Jefferson retired from public life to his beloved Virginia hilltop plantation, the garden "served as a sort of this experimental testing lab where he'd try new vegetables he sought out from around the globe," says Peter Hatch, the estate's head gardener. Hatch recently wrote a book about Jefferson's garden and its history called *A Rich Spot of Earth*. 2. Somehow, the author of the Declaration of Independence and the nation's third president found spare time to meticulously document his many trials and errors, growing over 300 varieties of more than 90 different plants. These included exotics like sesame, chickpeas, sea kale and salsify. They're more commonly available now, but were rare for the region at the time.

On the right side of the browser window, a hot text item is displayed. It is labeled "8" and asks: "The title of Passage 2 calls Jefferson a 'food pioneer.'" Select **two** sentences that support this description. Below the question, a text block is shown with several sentences highlighted in green. The highlighted text reads: "In Jefferson's day, there were no supermarkets, no refrigerators, and no trucks or airplanes to move food quickly over long distances. Mostly, people ate only what they or their neighbors grew and made. Because of this, most people were familiar only with local plants and were afraid of new ones. Perhaps because Jefferson traveled in Europe—and because he always liked to try new things—he was an exception. He loved to grow unfamiliar plants." (paragraph 8)

Scoring of Two-part FSA ELA Reading Items

- Raw point value for most items = one point.
- Raw point values for technology-enhanced items can vary, even those with a similar structure.
- It depends on standard, complexity, and individual item.
- No global rules apply—it is a case-by-case determination.
- If raw point value is more than one point, partial credit is allowed but is often dependent on correctly answering the first part of the item.

FSA ELA Writing Practice Tests

- Grade 4—Informative (Info)
- Grade 5—Opinion
- Grade 6—Info
- Grade 7—Argumentation (Arg)
- Grade 8—Info
- Grade 9—Arg
- Grade 10—Info

(Grades 4 and 5 FSA ELA Writing Scoring Samplers may be interchanged for use with the FSA ELA Practice Tests.)

“Weighting” of FSA ELA Writing

- FSA ELA Writing contributes ten **raw** score points.
- Raw score is not the most important when considering a student’s overall performance.
- Students answering more difficult items correctly receive more credit than students answering less-challenging items.
- Each item, including the writing prompt, has a different effect in scoring depending on its level of challenge.

FSA ELA Writing Observations

- Patterns from many lower-level responses
 - Controlling idea simple/partial restatement of the prompt
 - Three-pronged thesis using main idea of paragraphs from passage(s) leading to . . .
 - Summary without elaboration
 - Argumentation without settling on a side – “So what do you think?”
 - Random details from the passages; irrelevant information
 - Overuse of copied text
 - Conventions—often copy and original writing with numerous errors

Observations—Continued

- Patterns from many higher-level responses
 - Controlling idea/thesis focused to **demonstrate awareness of the big picture**
 - **Synthesis** of texts to show conceptual understanding – student controls info
 - Purposeful selection of relevant details from text to tie to the controlling idea
 - Counterclaim fully addressed throughout (instead of one paragraph)
 - Elaboration that furthers textual evidence—used to make the point
 - Conventions—controlled overall

Troublesome Comments from the Grapevine

- Some educators may choose to put less emphasis on writing instruction because this component only “counts” ten raw points.
- Teaching the conventions may not be necessary because the raw point values are minimal.
- Teaching a formula is probably the easiest way to teach “good” writing for the FSA ELA Writing component.

Writing Reminders

- “Plop and drop” evidence is not effective.
- Discernment = choosing relevant evidence that supports the controlling idea/main point
- When the passage set includes a number, statistic, or list, many students seem **COMPELLED** to use as evidence—even when it doesn’t connect to the student’s controlling idea.
- Use of overblown expressions or trivial rhetorical questions weakens the tone, e.g., “Wow! What do you think about XYZ?” or “That’s just the icing to my cake!”

Writing Reminders

- Integration of insight, evidence, and elaboration key elements in text-based writing
- Ineffective development = ALL summary with little or no elaboration to connect to the controlling idea
- “What it says; what it means; why it matters” strategy *may* improve the response IF
 - actual phrases aren’t used repeatedly throughout the essay; or
 - “what it means” is not just a translation that adds nothing.
- Relevant, insightful anecdotes often strengthen the response, while generic, unimportant “one time when” anecdotes may weaken the development.

FSA Writing Reminders

- Writing purpose is not a rotation each year.
- Read the prompt first!
- Read the passage set carefully.
- Think carefully about the passage set; take notes.
- Think about the purpose, audience, task.
- **Reread** the prompt.
- **PLAN** the response;
- **DRAFT**; reread; revise/edit.

Grades 4–5

Use of and References to Sources

- Simple but clear use of sources, facts, and details

Any of the following may be used:

- Title of passage/article
- Paragraph number
- Author
- Direct quotations

Citing Evidence—Grades 6–10

Because resources are not available and the assessment is timed, **informal citations are acceptable** in terms of the scoring criteria.

- Title of article, passage, source number
- Author's name
- Paragraph number
- Direct quotation with tag line to attribute the source material

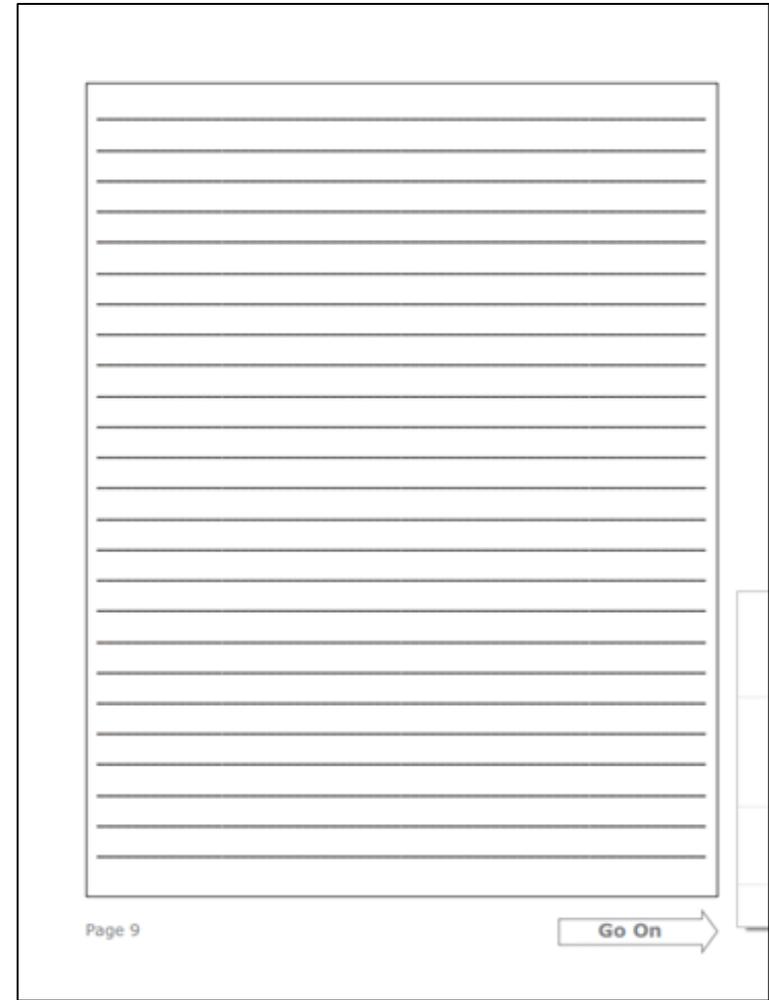
Reminder: A copied quotation or a reference to a person or entity within the text without attribution to the actual source does not count as a citation.

Writing Reminders – Evidence

- Grades 6–10—CITE evidence! (Though full citation is not required for Grades 4 and 5, some students are already doing this!)
- “Clunky” citations bog down fluency.
 - In Source 1, Paragraph 4, author Carl Hiaasen says . . .
 - In Source 2, Paragraph 10, author Ernest Hemingway says . . .
 - In Source 3, Paragraph 15, author Marjorie Kinnan Rawlings says . . .
- Author’s name in parentheses with source number or paragraph number seems less cumbersome, e.g., (Hiaassen, Source 1) OR (Hemingway, 12).

Grades 4–7

You will receive an FSA ELA Writing Test and Answer Book that contains reading passages, a writing prompt, and lined pages where you will write your response.



FSA ELA Writing Condition Codes

- Totally blank = no valid ELA score because student did not attempt to take the Writing portion of the ELA assessment
- If “0” reported = attempt to respond, but response earned condition code resulting in zero points out of 10 points possible
 - Entire response written in a foreign language = 0
 - Totally illegible, incomprehensible, or insufficient = 0
 - **Copied from the sources with no original writing = 0**
 - Totally off topic = score the conventions domain, **resulting in 0, 1, or 2 points**

What Constitutes a “Copy” Score?

To qualify as scorable, a student must give a controlling idea, a reason, and a little bit more.

- The response demonstrates **no original thought**.
- Often the introduction is the prompt followed by a three-pronged thesis of copied phrases from text.
- Each paragraph may have transition words, but followed only by direct copy from texts.
- A few words may be substituted but usually only basic synonyms are used. (i.e., “wrong” used instead of “incorrect”)

Grade 10 Retake Schedule

FCAT 2.0 Reading RT

- September 18 – 29, 2017
- March 19 – April 6, 2018 – **last administration**

FSA ELA Retake

- September 11 – 22, 2017: **Writing**
- September 11 – 29, 2017: **Reading**

ALL fall tests are CBT with PBT accommodations.

FSA ELA Spring 2018 Preliminary Assessment Schedule

FSA ELA Writing

Grades 4 – 7

February 26 – March 1, 2018

Grades 8 – 10 (and Grade 10 Retake)

February 27 – March 7, 2017

FSA ELA Spring 2018 Preliminary Assessment Schedule

FSA ELA Reading

FSA ELA Grade 10 Retake

March 19 – April 6, 2018

Grade 3

April 9 – 20, 2018 PBT?

Grades 4 – 10

April 9 – May 4, 2018

2017 FSA ELA Score Release

- No definite date yet
- On or before June 8
- Retake scores should be out before graduation dates
- Check with your District Coordinator of Assessment for updates.

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Questions?



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