



FSA English Language Arts Updates CLAS Spring 2018

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Test Development Center

May 2018

FSA ELA Cycle 2017 - 2018

- Ongoing FSA ELA Reading Development
- Rubric Validation Meeting – May 2018
- PBT Passage/Item Review – June 2018
- Test Construction – July/August 2018
- CBT Passage/Item Review – September 2018
- Operational Reading and Writing Test Book production
August 2018 – May 2019 (Fall 2019 RT)
- FSA ELA Writing Rangefinding Meetings—October 2018
- FSA ELA Administration – Spring 2018
- Operational Writing Handscoring – April 2018

One Year of Florida Assessment Committee Participants 2016-2017

ELA Reading and Writing – 90 Members

- Alignment Study
- Passage and Item Content Review
- Rubric Validation
- Writing Rangefinder
- Standard Setting

Bias – 23 Members

- Mathematics
- ELA Reading/Writing
- Social Studies
- Science

Sensitivity – 18 Members

- Mathematics
- ELA Reading
- Social Studies
- Science

Science – 29 Members

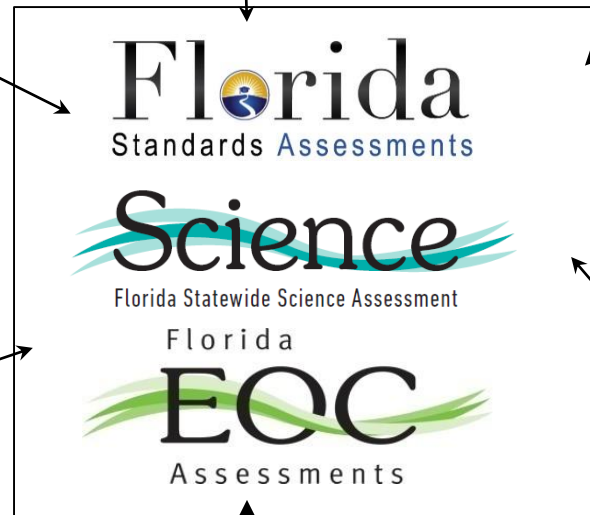
- Expert Review
- Item Content Review

Social Studies – 23 Members

- Expert and Item Content Review
- Expert Forms Review

Mathematics – 46 Members

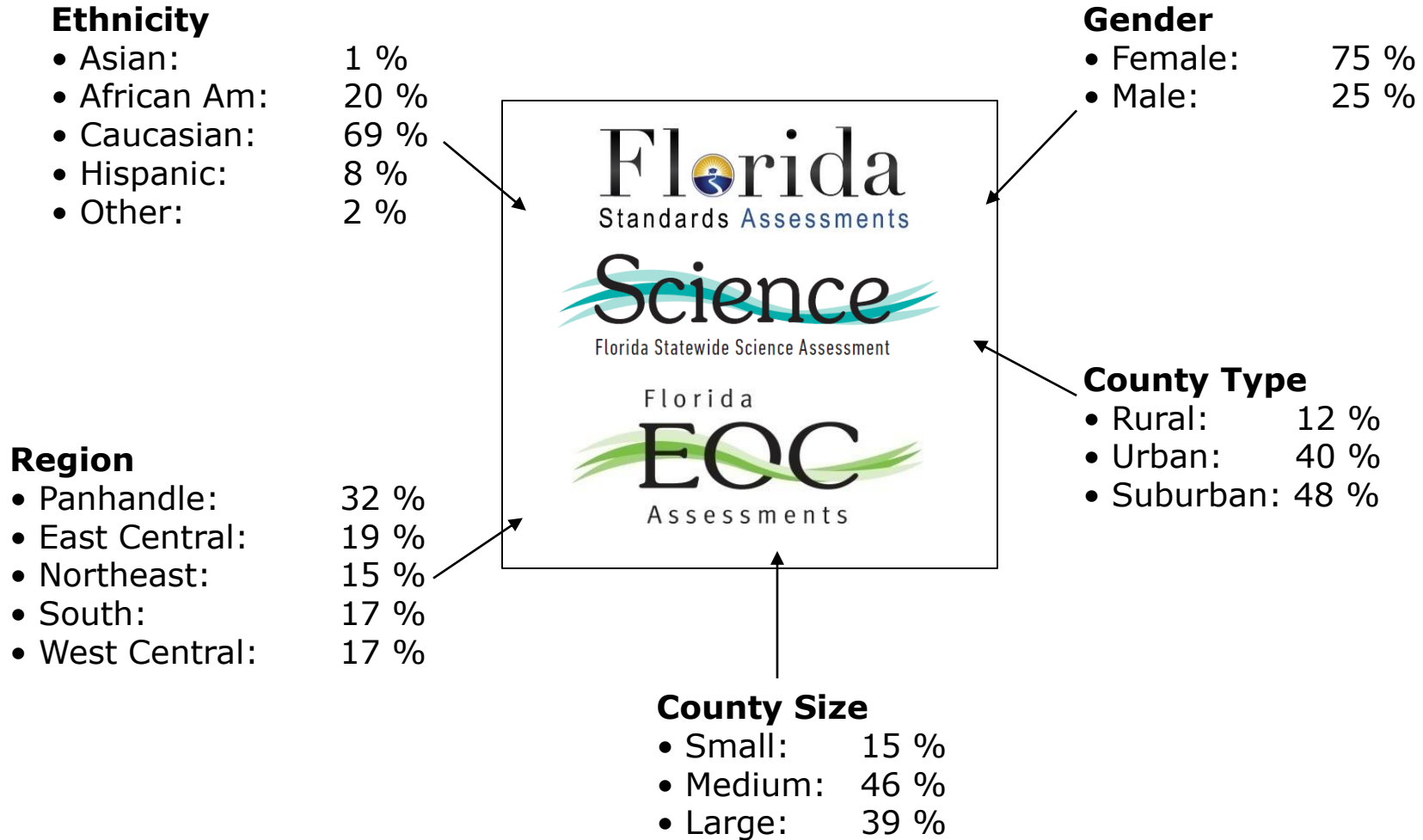
- Alignment Study
- Item Content Review
- Rubric Validation



Test Development Center
Fall 2016

229 participants, 20 weeks of meetings, and 31 different meetings

One Year of Florida Assessment Committee Participants 2016-2017



Test Development Center
Fall 2016



FSA ELA Changes for 2018–2019

HB 7055

HB 7069

HB 7055—Social Studies Concepts

- “Reading passages and writing prompts for ELA assessments shall incorporate grade-level core curricula content from social studies” (Line 3706, HB 7055)

Social Studies Concepts

- FSA ELA currently includes diverse topics from social studies.
- Update passage development plans, test construction specifications, and item specifications with grade-level social studies strands/concepts.
- Document the inclusion of social studies concepts at passage/item review and test construction.

This will NOT alter the fundamental structure of the FSA ELA.

HB 7069: Changes

Testing Windows

- Specifies testing windows and administration timeframes for the statewide assessments (excluding retake assessments), beginning in the 2018–19 school year, as follows:
 - Grade 3 ELA and grades 4–10 ELA Writing cannot start earlier than **April 1** and their window cannot exceed **two weeks**.
 - All other paper-based assessments cannot start earlier than **May 1** and their window cannot exceed **two weeks**.
 - All assessments not specified above (i.e., computer-based assessments) cannot start earlier than **May 1** and must be administered within a **four-week** testing window.




HB 7069: Changes Testing Windows (cont.)

- Assessments other than grade 3 ELA and grades 4–10 ELA Writing can only be administered during the final **four weeks** of each district's calendar but must be administered in the statewide four-week window.

Score Release

- Requires that assessment results be made available no later than **June 30**, except for the results for Grade 3 ELA, which must be available by **May 31**.

FLORIDA STATEWIDE ASSESSMENT PROGRAM 2018–2019 SCHEDULE

 Florida Standards Assessments (FSA)	
FSA English Language Arts (ELA) and Mathematics	
Dates	Assessment
April 1–12, 2019	Grades 4–10 ELA Writing Grade 3 ELA Reading
May 1–14, 2019*	Grades 4–6 ELA Reading Grades 3–6 Mathematics
May 1–28, 2019*	Grades 7–10 ELA Reading Grades 7 & 8 Mathematics
FSA End-of-Course Assessments	
Dates	Assessment
September 10–28, 2018 November 26–December 14, 2018 May 1–28, 2019* July 15–26, 2019	Algebra 1 & Geometry
FSA Retakes	
Dates	Assessment
September 10–21, 2018	Grade 10 ELA Writing Retake
September 10–28, 2018	Grade 10 ELA Reading Retake
February 25–March 15, 2019	Grade 10 ELA Writing Retake Grade 10 ELA Reading Retake Algebra 1 Retake

Mode Changes for FSA ELA

- Grades 3–6 ELA (and Math) will be paper-based beginning in 2019.
 - Item Review meetings will be held in **June 2018**.
- Grade 7 Writing will transition to computer in 2019.

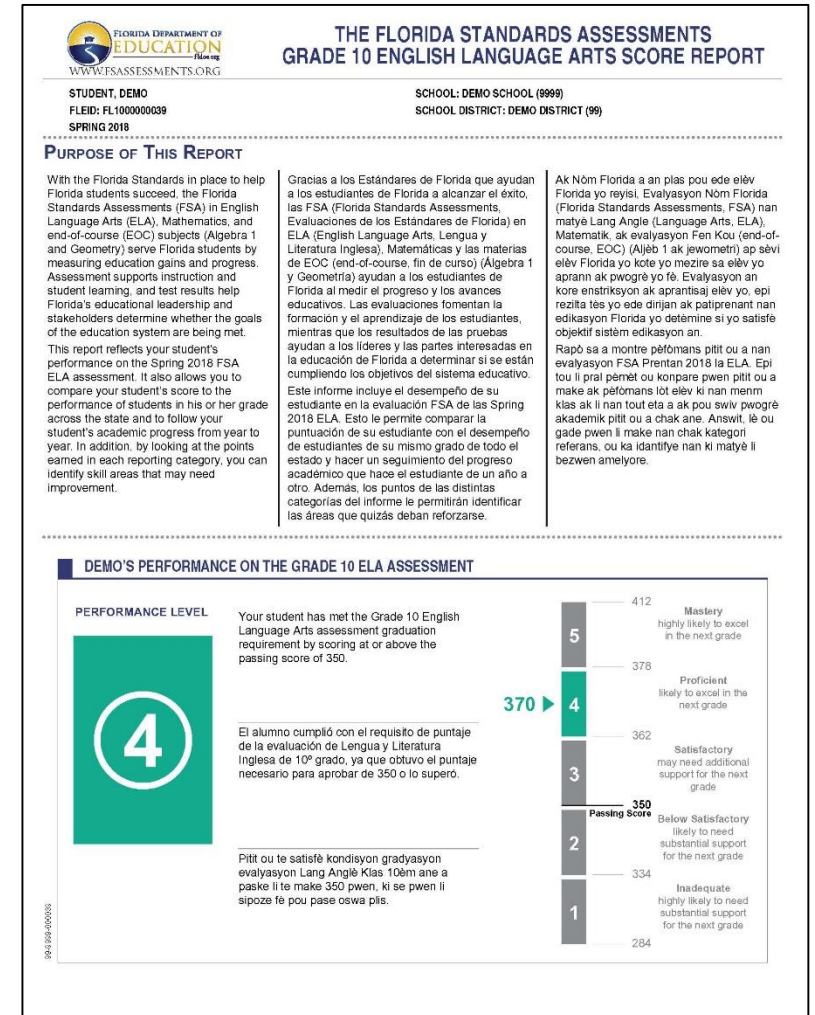


Grades 3–7 Mode Transitions

Assessment		2014–15	2015–16	2016–17	2017–18	2018–19
FLORIDA STANDARDS ASSESSMENTS						
Grade 3 ELA Reading		PBT	PBT	PBT	PBT	PBT
Grade 3 Mathematics		PBT	PBT	1 st year CBT	CBT	PBT
Grade 4 ELA	Writing	PBT	PBT	PBT	PBT	PBT
	Reading	PBT	1 st year CBT	CBT	CBT	PBT
Grade 4 Mathematics		PBT	PBT	1 st year CBT	CBT	PBT
Grade 5 ELA	Writing	PBT	PBT	PBT	PBT	PBT
	Reading	1 st year CBT	CBT	CBT	CBT	PBT
Grade 5 Mathematics		CBT	CBT	CBT	CBT	PBT
Grade 6 ELA	Writing	PBT	PBT	PBT	PBT	PBT
	Reading	CBT	CBT	CBT	CBT	PBT
Grade 6 Mathematics		CBT	CBT	CBT	CBT	PBT
Grade 7 ELA	Writing	PBT	PBT	PBT	PBT	CBT
	Reading	CBT	CBT	CBT	CBT	CBT

2018 Individual Score Reports

- House Bill 7069, which went into effect July 1, 2017, amended s. 1008.22(7)(h), Florida Statutes, to require more comprehensive student score reports for statewide assessments, which districts must provide to parents within one week of their receipt.
- The report must contain:
 - an explanation of the student results,
 - information on student strengths and weaknesses,
 - specific actions that can be taken and resources that can be used for improving areas of weaknesses,
 - comparative data, and
 - if available, longitudinal and predictive data.



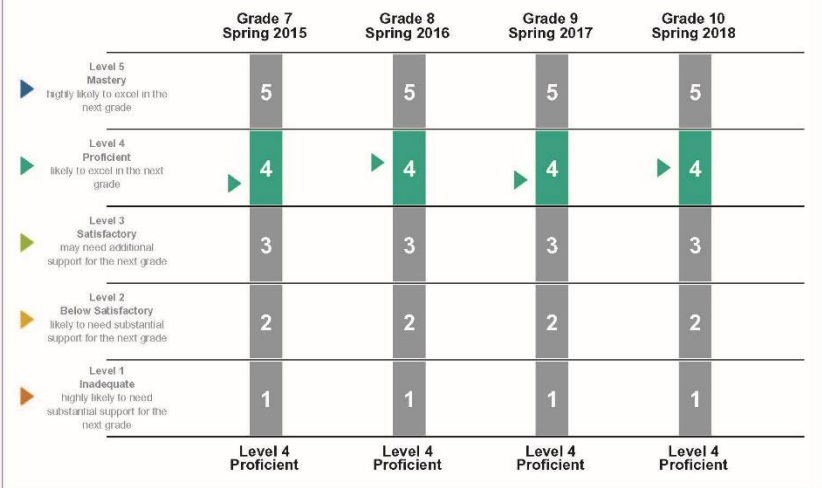


2018 Individual Score Reports—What's New

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

DEMO'S PREVIOUS PERFORMANCE ON THE ELA ASSESSMENT

This chart displays Demo's performance on the ELA assessments over time. It reports the performance levels for the most recently completed tests in ELA (if available).



DEMO'S PERFORMANCE COMPARED

This table shows the percentage of students in each performance level in your student's school, district, and the state.

	School	District	State
Level 5	20%	20%	20%
Level 4	20%	20%	20%
Level 3	20%	20%	20%
Level 2	20%	20%	20%
Level 1	20%	20%	20%

Previous Performance

(longitudinal data)

- If students took an FSA ELA or Mathematics assessment in a prior year(s) and a score was reported, this chart will compare the student's performance over time.
- The chart will indicate the performance levels for each year, and an arrow will indicate where in that level the student's score fell.
- Previous Performance information is not available on grade 3 ELA Reading, grade 3 Mathematics, Retake or EOC reports.



2018 Individual Score Reports—What's New

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

DEMO'S PERFORMANCE DETAILS

This FSA ELA assessment measures what students know and are able to do in the broad reporting categories listed below. The difficulty of the concepts assessed on FSA ELA progresses systematically from grade to grade, as does the complexity of the text presented to the student at each grade level.

This table describes the knowledge and skills assessed in each reporting category on this assessment. The columns to the right display the number of points possible and number of points earned by your student in each category.

REPORTING CATEGORIES		POINTS EARNED*	POINTS POSSIBLE
Key Ideas and Details	In this category, students are expected to read closely to understand information; cite textual evidence to support inferences/conclusions; analyze development and interaction of central ideas, themes, individuals, events, or supporting ideas; and summarize key concepts.	7	14
	En esta categoría, se espera que los estudiantes lean de manera atenta para entender la información, citen pruebas textuales para respaldar sus inferencias/conclusiones, analicen el desarrollo y la interacción de ideas, temas, personas y eventos centrales o ideas de respaldo y resuman los conceptos clave.		
	Nan kategori sa a, elèv yo sipoze kapab li byen pou konprann enfòmasyon; site tèks kòm prèv pou sipòte dediksyon/konklizyon; analize devlopman ak entèraksyon ide santral, tèm, endividi, evènman, oswa ide sipò, epi rezime konsèp prensipal yo.		
Craft and Structure	In this category, students are expected to interpret connotative and figurative meanings of words/phrases, analyze how word choice affects meaning/voice and how text structures impact the text, and determine the effects of point of view or purpose.	8	20
	En esta categoría, se espera que los estudiantes interpreten los significados connotativos y figurativos de palabras/oraciones, analicen de qué forma la elección de palabras afecta el significado/tono y cómo las estructuras del texto afectan el texto y determinen los efectos del punto de vista o el objetivo.		
	Nan kategori sa a, elèv yo sipoze kapab entèprete siyifikasyon konotatif ak figiratif mo/fraz, analize kijan chwa mo afekte sans/ton ak fason estruktir tèks la kap enfliyanse tèks la, epi detèmine efè pwendvi pèsonel ak objektif.		
Integration of Knowledge and Ideas	In this category, students are expected to integrate and evaluate content presented in diverse media formats; evaluate arguments for claims, validity, relevance, and sufficient evidence; and analyze treatment of similar themes or topics.	7	13
	En esta categoría, se espera que los estudiantes integren y evalúen el contenido presentado en diversos formatos y medios, evalúen los argumentos empleados para respaldar las afirmaciones, la validez, la relevancia y la suficiencia de las pruebas y analicen el tratamiento que se hace de ideas principales o temas similares.		
	Nan kategori sa a, elèv yo sipoze kapab entegre ak evalye kontni yo prezante nan diferan fòma; evalye agiman pou deklarasyon, validite, pètinans, ak ase prèv; epi analize tretman tèm oswa sijè ki sanble.		
Language and Editing	In this category, students are expected to demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	4	7
	En esta categoría, se espera que los estudiantes demuestren dominio de las convenciones de la gramática, el uso general, el uso de mayúsculas, la puntuación y la ortografía del inglés.		
	Nan kategori sa a, elèv yo sipoze kapab demontre yo ka metrize nòm gramè, fason pou itilize, ekriti an majiskil ak miniskil, ponktiyasyon, ak otograf lang angle estanda.		
Text-Based Writing	In this category, students are expected to draw relevant evidence from various texts to support a claim or controlling idea and produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.	2	10
	En esta categoría, se espera que los estudiantes extraigan pruebas relevantes de varios textos para respaldar una afirmación o idea de control y creen redacciones claras y coherentes cuyo desarrollo, organización y estilo se adapten a la tarea, el objetivo y la audiencia.		
	Nan kategori sa a, elèv yo sipoze kapab tire prèv ki apwopriye nan diferan tèks pou sipòte yon deklarasyon oswa ide enpòtan; Ekri yon fason ki klè epi rasyonèl ak devlopman, òganizasyon, ak estil ki apwopriye pou travay, objektif, ak piblik la.		

* Please note that FDOE uses a scoring method called pattern scoring. As a result of this method of scoring, students with the same raw score (number of points earned) may have similar, but not necessarily identical, scale scores. Different scale scores result because the students' patterns of correct answers were different. See *Understanding FSA Reports* for more information.

3

Performance Descriptions

- More detailed descriptions of what students are expected to know and do in each reporting category are provided for each subject and grade level.
- Descriptions are translated into Spanish and Haitian-Creole.



2018 Individual Score Reports—What's New

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

DEMO'S WRITING PERFORMANCE

This table shows the number of points possible and number of points earned by your student in each domain of the writing component of the ELA assessment. For more information, please see the rubrics and scoring samplers on the FSA Portal.

STATEMENT OF PURPOSE, FOCUS, AND ORGANIZATION	EVIDENCE AND ELABORATION	CONVENTIONS OF STANDARD ENGLISH
<p>Your student earned 3 out of 4 possible points. The response is adequately sustained and generally focused within the purpose, audience, and task. It has a controlling idea/claim and evident organizational structure with a sense of completeness.</p> <p>Su estudiante obtuvo 3 de los 4 puntos posibles. La respuesta está bien fundamentada y, en términos generales, centrada en el objetivo, la audiencia y la tarea. Tiene una idea de control/afirmación y una estructura organizacional evidente con una sensación de integridad.</p> <p>Pittit ou ta te fe 3 pwen sou 4 pwen posib. Li te kore repons li yo ase epi jeneralman li te konsantre sou objektif, piblik, ak travay li gen pou fe a. Li te bay yon ide/deklarasyon kontwòl ki epi estrikti a te gen òganize ki te fe konplè.</p>	<p>Your student earned 3 out of 4 possible points. The response provides adequate support with cited evidence for the controlling idea/writer's claim that includes the use of sources, facts, and details.</p> <p>Su estudiante obtuvo 3 de los 4 puntos posibles. La respuesta incluye argumentos adecuados con pruebas citadas para respaldar la idea de control/afirmación del autor e incluye el uso de fuentes, hechos y detalles.</p> <p>Pittit ou ta te fe 3 pwen sou 4 pwen posib. Repons li a te bay ase sipò ak prèv site pou ide kontwòl/deklarasyon ekriven an ki te itilize sous, enfòmasyon, ak detay yo byen.</p>	<p>Your student earned 2 out of 2 possible points. The response demonstrates an adequate command of basic conventions. The response may include some minor errors in usage, but no patterns of errors. It includes adequate use of punctuation, capitalization, sentence formation, and spelling.</p> <p>Su estudiante obtuvo 2 de los 2 puntos posibles. La respuesta demuestra un dominio adecuado de las convenciones básicas. La respuesta puede incluir errores menores en el uso, pero no presenta patrones de errores. Incluye el uso adecuado de la puntuación, el uso de mayúsculas, la formación de oraciones y la ortografía.</p> <p>Pittit ou ta te fe 2 pwen sou 2 pwen posib. Repons la montre li pa ka metrize ase nòm debaz. Repons la ka gen kèk ti erè nan itilizasyon, men li pa gen anpil fòt. Li itilize ase ponktyasyon, lèt majiskil ak miniskil li sipoze, fòmasyon fraz, ak òtograf.</p>

RECOMMENDED RESOURCES

FSA Portal

The FSA Portal is the gateway for FSA information and resources (www.fsassessments.org), including FSA practice tests for both computer-based and paper-based tests, and the Students & Families page.

The following resources can be found on the Students & Families page:

- **Understanding FSA Reports** – this document provides additional information about this report and the scoring process.
- **FSA Fact Sheets** – these documents contain test administration and policy information for the assessments.

FLDOE Website

You are encouraged to browse the department's website (www.fl DOE.org) for many useful parent resources, including the following:

- **Just Read, Florida!**
 - **Third Grade Guidance and Resources** – this web page provides policies and resources related to third grade promotion.
 - **Just Read, Families!** – this web page contains resources for families to promote literacy and reading engagement.
- **Middle Grades Promotion Requirements** can be found on the Standards and Instruction Support page.
- **Graduation Requirements for Florida's Statewide Assessments** – this document describes assessments required for graduation by student cohort.

CPALMS

FSA assessments are written to the Florida Standards, and CPALMS (<http://www.cpalms.org>) is the portal for resources related to the Florida Standards. You may visit this site to review the benchmarks for each grade level and subject order or course to help support your student and understand the expectations for learning at each stage of your student's education.

Writing Performance (Domain Scores)

- Grades 4–10/Retake ELA reports contain the points earned and points possible for each of the three writing domains:
 - Statement of Purpose, Focus, and Organization (4 points possible)
 - Evidence and Elaboration (4 points possible)
 - Conventions of Standard English (2 points possible)
- If a student response was assigned a condition code (e.g., B—Off Topic), the code will be displayed in this section.



2018 Individual Score Reports—What's New

THE FLORIDA STANDARDS ASSESSMENTS ELA SCORE REPORT

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RECOMMENDED RESOURCES

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Recommended Resources

A list of information is posted to the FSA Portal and the FDOE Website that parents/guardians and students may find useful to understand more about the FSA program, state policies regarding assessments, and other resources to promote better understanding of student expectations and to promote family engagement.

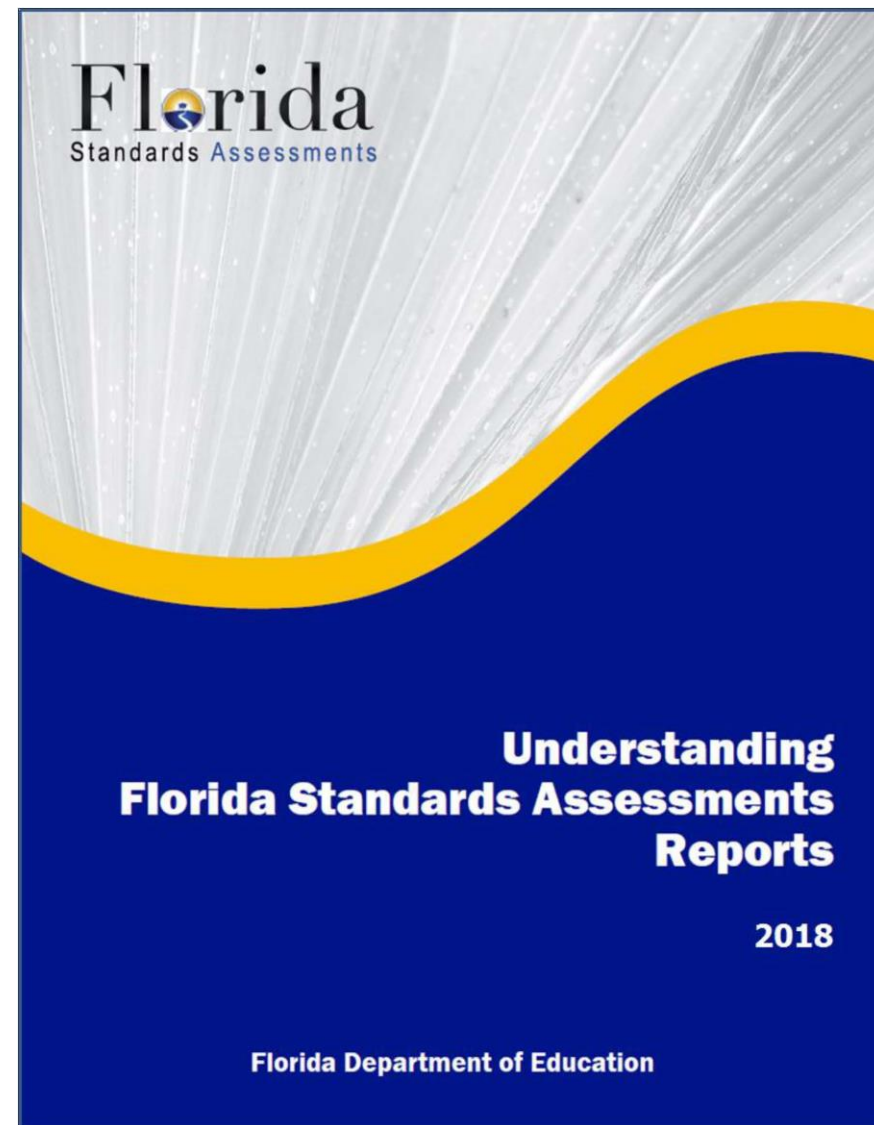


2018 Individual Score Reports—What's New

Understanding FSA Reports

This document has been updated for Spring 2018 and contains sample reports with descriptions of each section.

(<https://fsassessments.org/users/students-and-families.shtml>)



Interpreting Scores—Considerations

- Reporting categories should not be considered the sole indicators for determining the educational needs of students.
- Providing instruction in a specific reporting category alone may not be justified and may actually be an inefficient use of instructional time.

Interpreting Scores—Considerations

When interpreting student results provided under the performance details for each reporting category, the following cautions and information should be considered:

- The number of **items** in a reporting category will vary by grade level. Consequently, users should not compare **reporting category scores** across grade levels.
- The difficulty of the items measuring each standard will vary from one year to the next. Consequently, users should not compare reporting category scores across years.

Statewide Assessment Program Information Guide

- Update of the old FCAT Handbook will include current info about
 - Florida Standards Assessments (FSA) and the Next Generation Sunshine State Standards (NGSSS) Assessments
 - Considerations governing item and test development
 - Mechanics of item and test scoring
 - Meaning of the different assessment scores
 - Role of educators in the assessment process
 - Important background information
- Henceforth, it will be known as “**The Guide.**”

HB 7069: Changes

Test Release

- Beginning June 30, 2021, the Department must begin releasing statewide ELA, Mathematics, Science, and Social Studies assessments on a triennial basis on a schedule to be determined by the Commissioner.
- The first release must include, at minimum, grades 3 and 10 ELA and Algebra 1 EOC assessments.
- Each published assessment must have been administered during the most recent school year and must be accompanied by interpretive information.



Paper-Based Tests

ELA and Math

Grades 3–6

2019 Paper-Based Tests—Grades 3–6

- All grades 3–6 ELA and Math will be delivered on paper in 2019.
- Practice tests and Item Specifications will be updated and posted to the portal in September.
- Current PBT Practice Tests include item types that will be removed.
Use with caution.
- New item types/renderings will be included in the September release of updated practice tests.
 - Districts will be notified when updates are posted.

2019 Paper-Based Tests—ELA

Most item types are transferable to paper in a slightly altered format. Item Specifications will be updated to include all item types accessible on paper.

Paper-based tests will NOT include:

- Audio
- Short answer

FSA ELA Writing—2019

- Grades 4–6 remain on paper.
- **Grade 7 transitions to computer-based test.**
- Grades 8–10/Retake remain computer-based.

Rangefinding for grade 7 will incorporate typed and handwritten responses to ensure consistency within scoring.

Grade 7 Writing practice test will be updated to include CBT version by September.

PBT Practice Tests

- Students who will take an **FSA ELA Reading** paper-based test are encouraged to participate in a PBT Test Item Practice Session (3–4 pages long) or the PBT Practice test to familiarize themselves with the various item types they may encounter on the assessments.
- Students taking PBT **ELA Writing** are not required to take a practice test but are strongly encouraged to do so to become familiar with the amount of space they will have for their responses.
- These will be updated in September 2018.

CBT Practice Tests

- CBT students are **required** to participate in a practice test session prior to testing.
- Students retaking an assessment who previously completed this requirement for the test they will take (EOC or Retake) are not required to participate in another practice test.
- Students with CBT accommodations must use the appropriate accommodated practice test.

Accommodations (Included in Practice Tests)

- For students with IEP or 504 plan that specifies this accommodation, Text-to-Speech (TTS) functionality is available for all computer-based FSA ELA Reading and Writing components.
 - Passages/text sets are not read to students.
 - Items and options are read to students.
 - Prompt wording is read to students.
 - American Sign Language (ASL) videos or closed captioning is 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.

Paper-Based Item Rendering—Multi-select

MS items will always direct the student to the number of correct answers.

7. 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.

Paper-Based Item Rendering—Editing Task with Choices

12. We squint when the sun is in our eyes because the bright sunlight hurts. This is how our brain _____ [(A) has protected (B) protects (C) will protect (D) protected] our eyes. Protecting our eyes is very important during an eclipse. An eclipse happens when an object moves between you and the object you are viewing.

Paper-Based Item Rendering—Selectable Text

1. 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.

Paper-Based Item—Table Match

15200

Click on the boxes to show how the authors of Passages 1 and 3 present information about sonar systems.

	Passage 1	Both Passages	Passage 3
compares bat echolocation to sonar technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
presents sonar as a method that is still being developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
describes sonar technology as a previous scientific advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



FSA ELA Writing

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

“Weighting” of FSA ELA Writing

- FSA ELA Writing contributes 10 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 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”).

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 copied text and original writing with numerous errors

Observations—Continued

- **Patterns from many higher-level responses**
 - **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” 10 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.

Writing Reminders

- Integration of insight, evidence, and elaboration are key elements in text-based writing.
- Ineffective development equals 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.

Writing Reminders to Students

- Read the prompt carefully! What is the true intent of the prompt?
- Read the passage set carefully.
- Think carefully about the passage set; take notes.
- Think about the purpose, audience, and 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 . . .
- Author’s name in parentheses with source number or paragraph number seems less cumbersome, e.g., (Hemingway, Source 1) OR (Hemingway, 12).

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