



FSA English Language Arts Updates CLAS Fall 2019

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Test Development Center
October 2019



Test Development Center (TDC)

- The Test Development Center (TDC) is part of the Bureau of K-12 Student Assessment, a bureau within the Florida Department of Education's (FDOE) Division of Accountability, Research, and Measurement.
- The TDC operates through funding and a contract with the FDOE to assist with the development of tests and interpretive materials for Florida Statewide Assessments.
- TDC content personnel consists of former teachers with experience in their respective content areas.
- TDC works with contractors and Florida educators to develop test item specifications, test items, and interpretive products for English Language Arts, Mathematics, Science, and Social Studies assessments.
- TDC also works with contractors and FDOE to produce and distribute interpretive products related to statewide assessments.

Test Development Center English Language Arts Mission

- The TDC ELA content team seeks to provide collaborative, innovative leadership in the field of ELA assessments.
- We aim to produce high-quality statewide ELA assessments and interpretive products that are error-free, reliable, and valid.

FSA ELA Test Development Cycle



One Year of Florida Assessment Committee Participants, 2018-2019

Bias – 35 Members

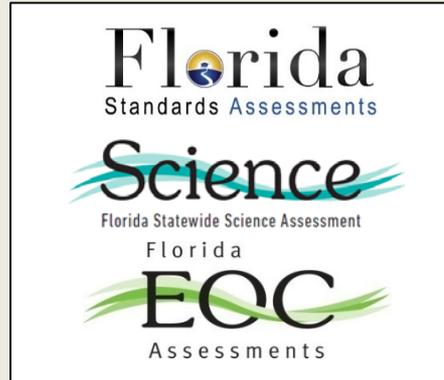
- Mathematics
- ELA Reading/Writing
- Social Studies
- Science

ELA Reading and Writing – 150 Members

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

Science – 44 Members

- Content Advisory
- Expert Review
- Item Content Review



Community Sensitivity – 34 Members

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

Mathematics – 77 Members

- Content Advisory
- Item Content Review
- Rubric Validation

Social Studies – 38 Members

- Content Advisory
- Expert Item Content Review
- Item Content Review

Test Development Center
Fall 2019

5

378 participants and 44 different committees

One Year of Florida Assessment Committee Participants, 2018-2019

Ethnicity

- Asian: 1%
- African American: 16%
- Caucasian: 64%
- Hispanic: 11%
- Other: 8%

Region

- Panhandle: 27%
- East Central: 17%
- Northeast: 16%
- South: 19%
- West Central: 21%



Gender

- Female: 74%
- Male: 26%

County Type

- Rural: 11%
- Urban: 79%
- Suburban: 10%

County Size

- Small: 10%
- Medium: 34%
- Large: 26%
- Jumbo: 30%

Test Development Center
Fall 2019

378 participants and 44 different committees

New Standardization Policies

- **Validity**
 - Assessments are aligned to the content they are intended to measure
- **Reliability**
 - Assessments consistently measure what they intend to measure
- **Standardization**
 - Students take tests under the same conditions
 - Scores are comparable
- **Independent Test Taking**
 - Student test taking is free of any outside influence

New Standardization Policies

- Spring 2019 Test Monitoring
 - Peer Review: “The State adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.”
 - One main purpose and outcome of the Spring 2019 pilot was to refine policies to improve standardization based on observations.

New Standardization Policies

1. Testing Strategies

- No monitoring, incentivizing, or using checklists.
- Example: Instructing students to use certain strategies, such as underlining key words in passages, and then monitoring the room to see if each student is using the strategy.

2. Check Your Work

- No instructing individual students to go back and check their work once they have finished.
- Does not apply to Verbal Encouragement accommodations on IEP or Section 504 Plan.

3. “Brain Dumping”

- No instructing students to write down formulas, acronyms, or other strategies on test materials once they are distributed but before testing begins.

New Standardization Policies

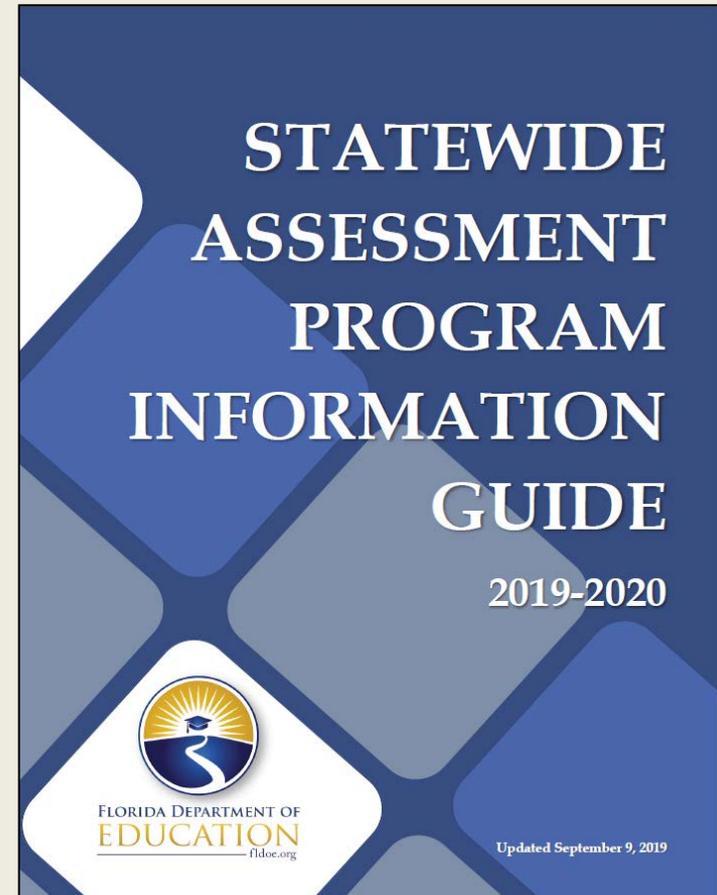
- FDOE will be creating a Security Training for Test Administrators.
- New instructions will be included in the manuals, training materials, and on checklists and agreements.
- What is allowed?
 - Monitoring the testing room for cheating, electronic devices.
 - Re-reading portions of the script during the break (e.g., Do not circle bubbles, review your work in this session only)
 - Display portions of the script in the testing room (e.g., a sign, poster, projection, note written on the board)

Executive Order

- Standards reviews are being conducted throughout 2019, with recommendations due to Governor DeSantis by January 1, 2020.
- There are **no changes** to statewide assessments or school grades calculation in 2019-2020 related to the executive order.
- Extensive public input opportunities will be available, before the recommendations are submitted and again through State Board of Education rulemaking process.
- New ELA instructional materials will be available for the 2021-2022 school year.
- New mathematics instructional materials will be available for the 2022-2023 school year.

Statewide Assessment Program Guide

- Online resource for information on the statewide assessment program
- Updated for the 2019–20 school year
 - Expanded description of test construction
 - Information on the standalone ELA Writing Field Test
 - Updated Resources in Section 8.0
- [Statewide Assessment Program Information Guide](#)



New Item Approach – Editing Tasks

Stimulus with numbering

FSA ELA Reading Practice Test Questions

Read the passage and then answer Numbers 20 through 22. There are three underlined words or phrases in the passage to show which word or phrase may be incorrect.

20 Have you ever thought about getting a job as an ice cream taster when you grow up? It might sound too good to be true, but ice cream tasters get paid to do just that.

The job is more difficult than just eating ice cream all day, though. John Harrison is a master taster. This means that he has been sampling the sweet stuff for a long time. For more than thirty years, Harrison has sampled up to thirty different flavors of ice cream each day. Tasters like

21 Harrison have to consider the texture of each flavor, in addition to smell, color, and appearance.

22 If ice cream tasters are lucky, they can even get an opportunity to suggest new flavors. Harrison is always trying to think of the next great ice cream flavor. He even sleeps with a pencil and paper beside his bed, just in case he dreams up something delicious.

Items with questions/directions

FSA ELA Reading Practice Test Questions

Now answer Numbers 20 through 22. Choose the correct word or phrase for each of the following.

20. What does the conjunction "but" do in the sentence?

- Ⓐ It supports an opinion.
- Ⓑ It introduces a new topic.
- Ⓒ It connects opposite ideas.
- Ⓓ It presents another explanation.

22. Choose the correct spelling.

- Ⓐ oportunnity
- Ⓑ opportunity
- Ⓒ opporunnitty
- Ⓓ correct as is

21. Choose the correct punctuation.

- Ⓐ smell, color and, appearance
- Ⓑ smell color, and appearance
- Ⓒ smell, color, and, appearance
- Ⓓ correct as is

FSA ELA Item Specifications

- Updated in October 2018 to reflect grades 3-6 move to paper.
 - Removal of CBT language and item types
- In process of update for new language item type for 2020.

Item Specs Purpose –

Item Specifications are NOT a curriculum guide. They define the content and format of the test and test items for item writers and reviewers.

PBT Practice Tests

- Students who will take an FSA ELA Reading paper-based test are **strongly 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 early 2020.

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.
- These will be updated in early 2020.

FSA ELA Writing

ELA Writing Field Test

- Writing field test – Winter 2019-2020
 - Participating districts identified in August
- New layout for PBT to mirror CBT layout
 - Prompt, passage, prompt again – **Not Spring 2020**
- Prompt and Passage Review (2/19)
- Field-test Rangefinding – February 2020
 - Three weeks – approximately 85 educators total
 - Aids in understanding of rubric concepts
 - Allows educators to practice using the rubric to score student responses

“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.

Domain Specific Reporting

- Writing domain scores can be found in two places:
 - Individual Student Report
 - Excel version of the school report for students
- Excel version can be accessed by staff at school and district level with access to the FSA reporting system.

PFO	EE	CV
Z	AA	AB
Earn_WD1/PtPos_WD1	Earn_WD2/PtPos_WD2	Earn_WD3/PtPos_WD3
0/4	0/4	0/2

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 writing**.
- 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 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
- Elaboration that furthers textual evidence—used to make the point
- Conventions—controlled overall

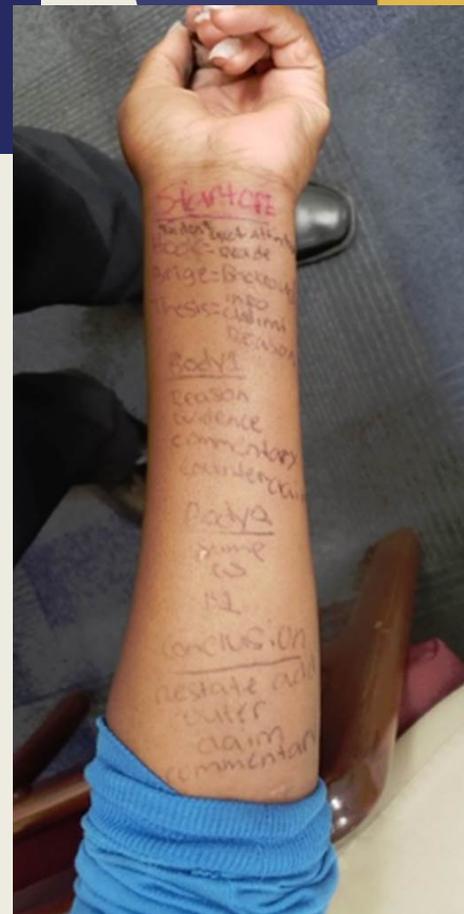
FSA ELA Writing Observations

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 – **particularly with informational prompts**
- Over-reliance on formulaic writing
- Argumentation without settling on a side—“So what do you think?”
- Random details from the passages; irrelevant information
- Overuse of copied text

BEWARE OF THE FORMULA!!!

- 2019 writing responses have been very heavy on formulaic writing.
- Strict adherence to formula creates **repetitive language** and slows down fluency.
- “Mad Lib”- style formula is not true writing.
- “What it says; what it means; why it matters” strategy *may* improve the response IF
 - actual phrases are NOT used repeatedly throughout the essay; or
 - “what it means” is not just a paraphrase that adds nothing.



Writing Reminders – Cautions

- “Plop and drop” evidence is not effective.
- Mostly summary or quotes with little or no elaboration to connect to the controlling idea leads to ineffective development.
- Use of overblown expressions or trivial rhetorical questions weakens the tone.
- Strict adherence to formulaic structures often limit the ability of the student to expand on the topic when necessary.
- Beware of consultants who claim to have a silver bullet!
There is NONE!

Writing Reminders

- Integration of **insight, evidence, and elaboration** are key elements in text-based writing.
- Relevant, insightful anecdotes often strengthen the response, while generic, unimportant “one time when” anecdotes may weaken the development.
- Discernment = choosing relevant evidence that supports the controlling idea/main point.

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 (not all at one time)
- 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, *Title of Source*, Paragraph 4, author John Doe 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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QUESTIONS?

