



FSA English Language Arts Updates CLAS Spring 2019

Sally Rhodes, FSA ELA Coordinator
Test Development Center
April 2019



FSA ELA Test Development Center 2019 – 2020 Cycle

- Ongoing FSA ELA Reading Development
- Content Advisory for Test Release – February 2019
- FSA ELA Writing FT Prompt Review – March 2019
- Operational Writing Handscoring – April 2019
- Rubric Validation Meeting – June 2019
- PBT Passage/Item Review – June 2019
- Test Construction – July/August 2019
- CBT Passage/Item Review – September 2019
- FSA ELA Writing Rangefinding Meetings – October 2019
- FSA ELA Writing Field Test – Winter 2019-20
- FSA ELA Administration – Spring 2020
- FSA ELA Writing FT Rangefinding – Spring 2020

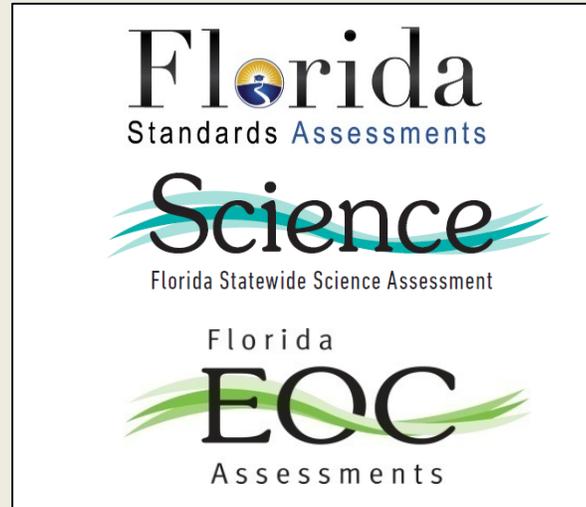
One Year of Florida Assessment Committee Participants 2017-2018

Bias –31 Members

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

ELA Reading and Writing – Members – 102 Members

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



Community Sensitivity – 28 Members

- Mathematics
- ELA Reading
- Social Studies
- Science

Mathematics – 76 Members

- Alignment Study
- Item Content
Review
- Rubric Validation

Science – 35 Members

- Expert Review
- Item Content
Review

Social Studies – 21 Members

- Expert Item Content
Review
- Item Content
Review

293 participants, 24 weeks of meetings, and 47 different committees

One Year of Florida Assessment Committee Participants 2017-2018

Ethnicity

- Asian: 0%
- African American: 24%
- Caucasian: 66%
- Hispanic: 8%
- Other: 2%

Region

- Panhandle: 31%
- East Central: 20%
- Northeast: 18%
- South: 13%
- West Central: 18%



Gender

- Female: 74%
- Male: 22%

County Type

- Rural: 10%
- Urban: 90%

County Size

- Small: 5%
- Medium: 43%
- Large: 20%
- Jumbo: 32%

293 participants, 12 weeks of meetings, and 47 different committees

2018 - 2019 Changes

Your reactions?

How did these changes alter instruction?

Social Studies Concepts/Topics

- FSA ELA currently includes diverse topics from social studies.
- Update passage development plans, test construction specifications, and item specifications with grade-band 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.

Mode Changes for FSA ELA – PBT vs CBT

- Grades 3–6 ELA (and Math) will be paper-based beginning in 2019.
 - Item Review meetings for PBT assessments will be held in June for a couple of cycles.
- Grade 7 Writing transitioned to computer in 2019.

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.

Test Release - Content Advisory Meeting

- **Understanding Released Tests** document will be created to address all content areas and will include glossary of terms, guidance for use of released tests, links to existing resources, etc.
- ELA Reading release should include
 - Grade-level test form with answers, standards assessed, correct answer rationale, item difficulty (p-value)
 - Grade-level test form usable for students/teachers
 - Grade-level forms will be accessible as they are delivered (CBT or PBT).
 - Both Reading and Writing

Test Release - Content Advisory Meeting

- ELA Writing release should include:
 - Text sets and prompts
 - Anchor Set – approximately 18 responses with annotations
 - Individual student responses
 - School level
 - Remove any “Troubled Child Alerts”
 - Including “Copied Text” codes

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 were updated and posted to the portal in October.
- Past PBT Practice Tests include item types that have been removed. Use with caution if you have old copies.
- New item types/renderings were included in the October release of updated practice tests.

2019 Paper-Based Tests—ELA

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

Paper-based tests will **NOT** include:

- Audio
- Short answer

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 were updated in October 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.

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.

PBT Editing Task with Choices

Passage and items will be on facing pages.

Read the passage and then answer Numbers 17 through 19. There are three underlined words or phrases in the passage to show which word or phrase may be incorrect.

We squint when the sun is in our eyes because the bright sunlight hurts. This is how our brain 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.

A solar eclipse happens when the Moon moves between Earth and the Sun. The Moon blocks our view of the Sun. Viewing a solar eclipse can be exciting. It is not an everyday event. But can it be viewed safely? Yes; it can.

The safest and easiest way to view a solar eclipse is to build a pinhole camera. A pinhole camera lets you see what happens during a solar eclipse without looking directly at the Sun. It is a very valuable tool because it lets you turn your back to the Sun and protect your eyes.

Now answer Numbers 17 through 19. Choose the correct word or phrase for each of the following.

17. This is how our brain protected our eyes.

- (A) has protected
- (B) protects
- (C) will protect
- (D) correct as is

19. It is a very valuable tool because it lets you turn your back to the Sun and protect your eyes.

- (A) let
- (B) is letting
- (C) has let
- (D) correct as is

18. Yes; it can.

- (A) Yes,
- (B) Yes:
- (C) Yes
- (D) correct as is

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

FSA ELA Reading Practice Test Questions

7. Fill in the circles to choose whether each sentence describes Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Greed is punished.	(A)	(B)	(C)
Trickery is rewarded.	(D)	(E)	(F)
Food influences characters.	(G)	(H)	(I)

FSA ELA Writing

“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 Field Test

- Writing field test – Winter 2019-2020
- Prompt and Passage Review (2/19)
- Field-test Rangefinding – Spring 2020

FSA ELA Writing—2019

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



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

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

Writing Skills versus Typing Skills

- LAFS.7.W.2.6 includes “use technology... to produce and publish writing....” This standard begins in 6th grade.
- Scorers are coached to help determine whether an error could be from a typo or lack of knowledge, which is very similar to bad handwriting vs. lack of knowledge. Scorers always err on the side of the student.
- 120 minutes for the assessment allows for plenty of time to complete and edit the assessment.
- Typing skills are NOT part of the rubric. Students should be encouraged to focus on writing skills over typing skills.

Grade 7 FSA ELA Writing - CBT

- Findings
 - Students' typing skill was beyond expectation!
 - Responses were longer without sacrificing quality.
 - Students fleshed out the elaboration.
 - Ability to go back and add information led to stronger responses.

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

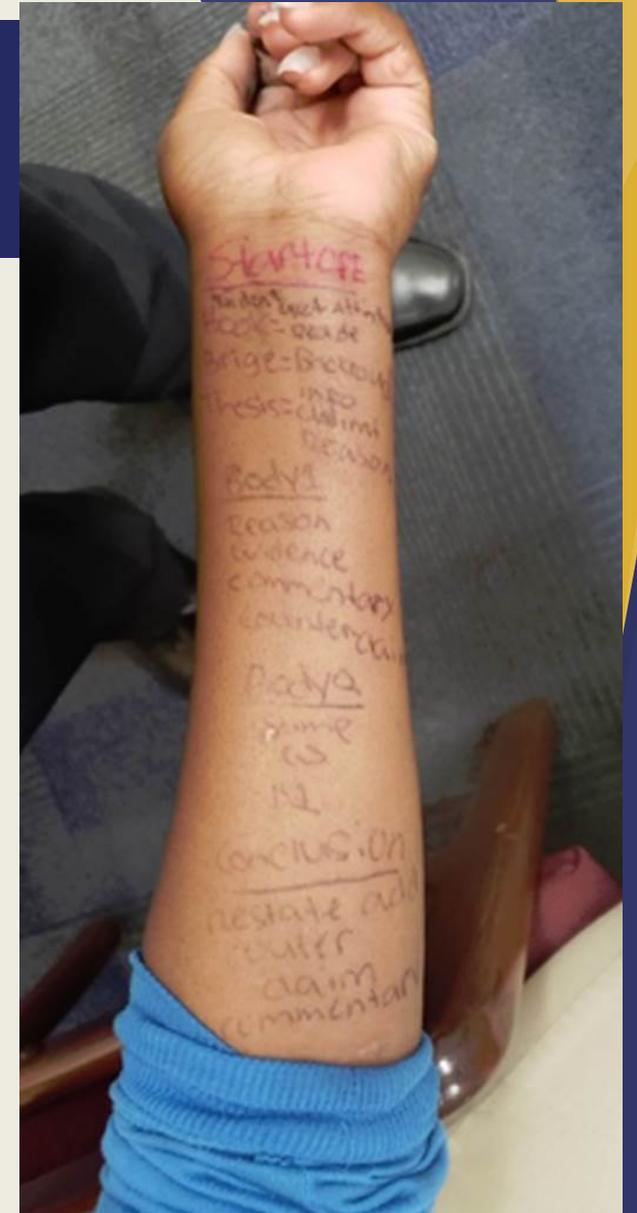
- Controlling idea simple/partial restatement of the prompt
- Three-pronged thesis using main idea of paragraphs from passage(s) leading to . . .
- Summary without elaboration – **particularly with informational prompts**
- Over-reliance on formulaic writing
- Argumentation without settling on a side—“So what do you think?”
- Random details from the passages; irrelevant information
- Overuse of copied text

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!

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

- 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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