

Welcome to the SJCSD FSA Information Night

K – 8 Presentation

Fall 2015

SJCSD Testing Task Force

Testing Concerns

- Number of Exams
- Impact on Instruction
- Alignment to Instruction
- Impact on Students
- Communication

SJCSD Testing Task Force

- ❖ District required testing has been greatly reduced, resulting in increased instructional time.
- ❖ State required testing has not changed. How do we prepare our students?

For more information, please visit: <http://www.stjohns.k12.fl.us/testing/>

Helping Your Child Succeed on the Florida Standards Assessments

ELA & MATHEMATICS

2016 ELA FSA Testing Dates

Grade level	Testing Window	Session Duration	Number of Sessions	Delivery Method
FSA Writing				
4 th – 7 th	Feb. 29 – Mar. 11	90 minutes	1	Paper Based (PBT)
8 th	Feb. 29 – Mar. 11	90 minutes	1	Computer Based (CBT)
FSA ELA				
3 rd	Mar. 28 – Apr. 8	80 minutes	2	Paper Based (PBT)
4 th & 5 th	Apr. 11 – May 6	80 minutes	2	Computer Based (CBT)
6 th – 8 th	Apr. 11 – May 6	85 minutes	2	Computer Based (CBT)

2016 Mathematics FSA Testing Dates

Grade level	Testing Window	Number of Sessions	Duration	Delivery Method
3 rd 4 th	Mar. 28 – Apr. 8 Apr. 11 – May 6	2	80 minutes	Paper Based (PBT)
5 th	Apr. 11 – May 6	2	80 minutes	Computer Based (CBT)
6 th – 8 th	April 11 – May 6	3	60 minutes	Computer Based (CBT)
EOC: A1, Geo., A2	April 18 – May 13	2	80 minutes	Computer Based (CBT)

2016 NGSSS Testing Dates

Assessment	Number of Sessions	Testing Window	Duration	Delivery Method
FCAT 2.0 5th grade Science	1	April 11 – May 6	160 minutes	Paper – Based (PBT)
FCAT 2.0 8th grade Science	1	April 11 – May 6	160 minutes	Paper – Based (PBT)
Civics EOC	1	April 18 – May 20	160 minutes	Computer Based (CBT)

FSA Reading



Benefits of Standards

Preparation:

The Florida Standards prepare students for both college and career by emphasizing higher-order thinking skills in addition to knowledge and recall.

Item Types

Editing Task Choice

Editing Task

“Hot” Text

- Selectable Hot Text
- Drag-and-Drop Hot Text

Open Response

Multiple choice

Multiselect

Evidence-Based Selected Response (EBSR)

Graphic Response Item Display (GRID)

Multimedia

- 1 Learning new things is an exciting part of life. Learning can happen anywhere. There are kids who learn at a school, kids who learn at home and some kids who learn online. Students who learn this way use their computers and the Internet to connect to online classrooms. They use a camera connected to their home computer to let the teacher and other students see them. They can see their teacher and classmates on their screens because their classmates and teacher use a camera, too.
- 2 Before the Internet, children in remote places sometimes had classes over the radio or used the mail to get lessons and return them. For example, in the past, children who lived in distant parts of Australia were taught using the radio. Every day at a certain time, they tuned in to a special radio station. All the children could hear their teacher at the same time, but they were hundreds of miles apart. They got their lessons in the mail, did their homework, and mailed it back to the teacher.
- 3 Today, students who live far away from their teacher have classes on the Internet. In some online classrooms, a classroom full of kids can use a special computer program at the same time as the teacher. The students can live in one country, and the teacher can be located in a different country. Still, it's just like a classroom at your school. The teacher can teach the kids. The kids can ask questions. Everyone can see and hear everything that's being said as it happens.
- 4 It is also possible for students to live in different places and be a part of an online class together. Each person goes to a website for the class they are taking. Thousands of people can watch and listen to this class at the same time. When they want to speak, they can use a microphone to ask and answer questions. When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. The connection over the Internet is broken, and the online classroom disappears.
- 5 Online classes can be held whenever is best for the teacher and students. Sometimes, they don't have to have a class where everyone is together all at once. There are classes where all the materials are posted on the website and students can use them whenever they need to. They can write questions and turn in their assignments. They can check back later to see if the teacher has left answers or comments on their work. No one ever actually "meets" anyone face-to-face, even if it's just with a web-camera. Many college classes are taught this way.
- 6 Internet classes can fit thousands of people, or just one person. It is a powerful way to let students everywhere learn. A student in Alaska and a student in China can go to the same class. That class can be taught by a teacher in Russia. You don't need a building, desks, lights, or enough chairs to fit everyone. Students who live far apart, students who can't leave home, students who want to take a class they can't take nearby—all they need is a computer and an Internet connection and they're good to go!

LAFS.4.RI.2.4

Determine the meaning of words and phrases as they are used in a text . . .

LAFS.5.RI.2.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Item Type: Multiselect



7



Select the two correct meanings of the phrase good to go as it is used in the sentence.

"Students who live far apart, students who can't leave home, students who want to take a class they can't take nearby—all they need is a computer and an Internet connection and they're good to go!" (paragraph 6)

- okay to leave
- able to learn quickly
- able to begin
- prepared to travel
- ready to start to learn

Vocabulary items require more than simply word recall; students must be able to apply the word's meaning based on the context in which it was used.

LAFS.4.RI.1.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Item Type: Open Response

1 2 3 4 5 6 7 8 9 10

3

What is the main idea of paragraph 4?
Type your answer in the space provided.

Some items require students to write out their answers; these items are referred to as 'Open Response' items.

LAFS.4.RI.1.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.4.RI.3.8

Explain how an author uses reasons and evidence to support particular points in a text.

Item Type: EBSR

5

Part A

How has learning from distant places changed over time?

- Ⓐ Students can ask questions and get answers faster.
- Ⓑ Students can hear their teacher during the same class time.
- Ⓒ Students use the mail to receive and send Part A Option B
- Ⓓ Students live far apart from their classmates.

Part B

Select one sentence that supports the answer in part A.

- Ⓐ "The students can live in one country, and the teacher can be located in a different country."
- Ⓑ "All the children could hear their teacher at the same time, but they were hundreds of miles apart."
- Ⓒ "They got their lessons in the mail, did their homework, and mailed it back to the teacher."
- Ⓓ "Everyone can see and hear everything that's being said as it happens."
- Ⓔ "Sometimes, they don't have to have a class where everyone is together all at once."

Evidence-Based Selected Response (EBSR)
Students must provide the correct answer and support their answer choice from the text.

LAFS.8.RI.2.4

Determine the meaning of words or phrases as they are used in a text . . .

4. The root of the word terrain is terra, which means "earth."

Based on this information, what does the word terrain mean as it is used in the passage?

"In his travels, he learned a great deal about the terrain and wildlife of the area." (paragraph 7)

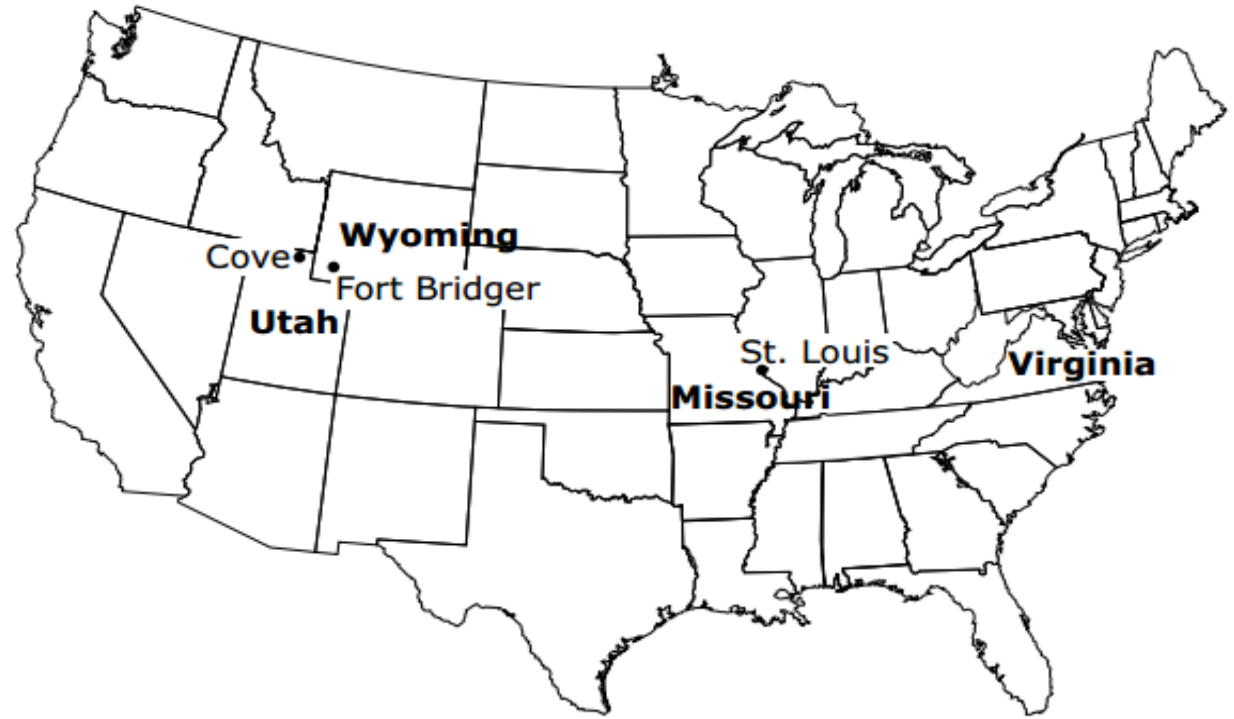
- Ⓐ a type of soil
- Ⓑ a rugged area
- Ⓒ plants and animals
- Ⓓ features of the land

An example of a middle school vocabulary item.

Item Type: Multiple Choice

LAFS.8.RI.1.1

Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.



What three details can the reader get from both the map and the passage?

- (A) the state where Bridger died
- (B) the route of Bridger's travels
- (C) the location of Bridger's Pass
- (D) the state where Bridger was born
- (E) a place that was named after Bridger

Item Type: Multi-Select

LAFS.8.RI.2.4

Determine the meaning of words or phrases as they are used in a text . . .

8



Part A

What is the meaning of the word extravagant as it is used in this sentence from the passage?

"Bridger's stories were funny, extravagant, and often unbelievable." (paragraph 6)

- A) reckless
- B) wasteful
- C) generous
- D) larger than life

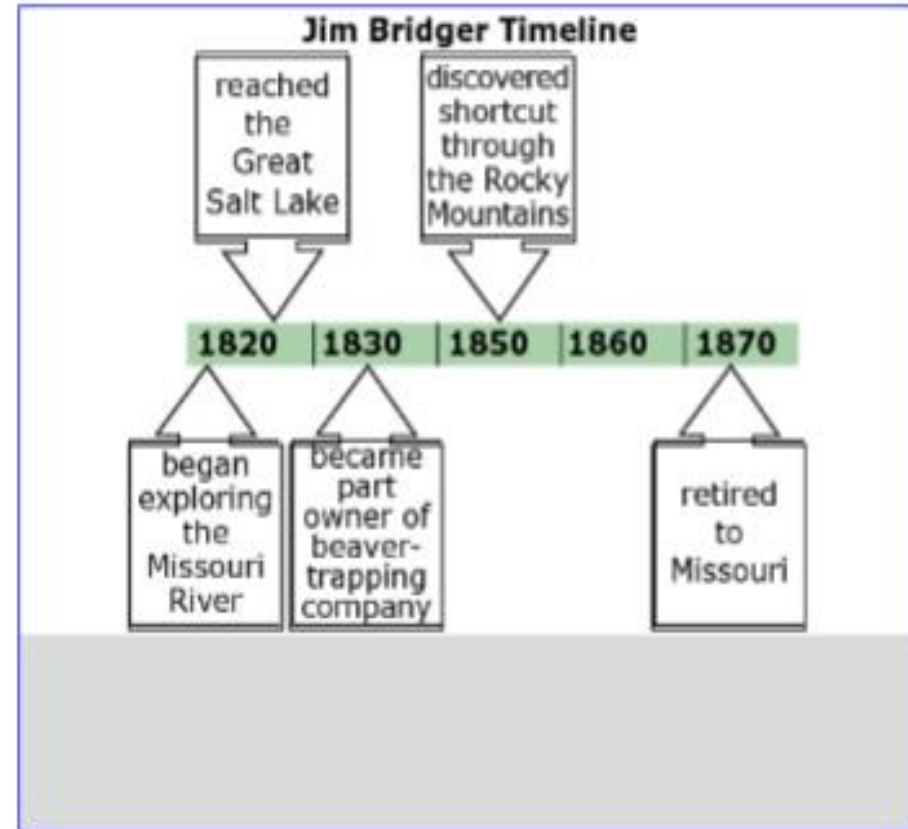
Part B

Select two words or phrases from the passage that help readers determine the meaning of the word.

6 Bridger's stories were funny, extravagant, and often unbelievable. He would tell stories of glass mountains, "petrified" birds singing "petrified" songs, and talk about days when Pike's Peak was just a hole in the ground. These outrageous stories were told both to tease new arrivals from the east and to amuse the locals who knew they weren't true.

Item Type: Evidence-Based-Select-Response (EBSR)

Place the phrases about Jim Bridger's life in the correct locations on the timeline.



LAFS.8.RI.1.2

Develop a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot . . .

Item Type: Drag-and-Drop “Hot” Text

LAFS.8.RL.1.3

Analyze how a text makes connections among and distinctions between individuals, ideas or events . . .

3



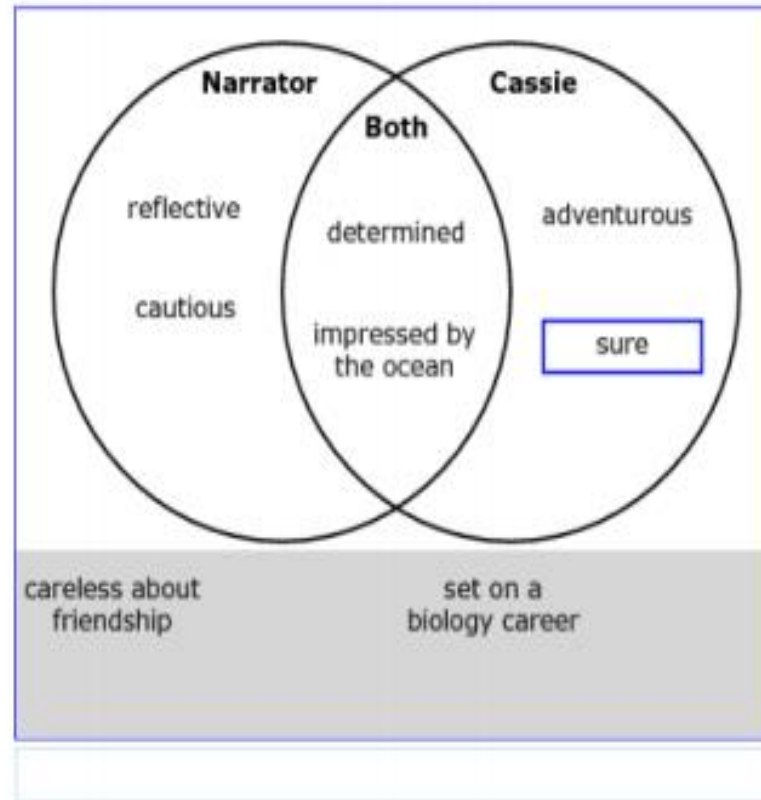
Select two phrases from the passage that support the idea that the narrator fears the future that lies before her.

14 Cassie laughed, as if congratulating herself on the funniest thing ever said. Truthfully, it was not really the prospect of sharks—which, as far as I knew, didn't inhabit this region anyway—that made me apprehensive about the ocean. I wasn't one of those people who refused to take a bath for a month after seeing the movie *Jaws*. It had more to do, I think, with the utter vastness of the ocean itself, the way the expanse of water stretched out so far into the distance that it seemed to go on forever. Who knew what lay beneath it all?

Item Type: Selectable “Hot” Text



Place the characteristics that describe the narrator, Cassie, or both in the diagram in the correct locations.



Item Type: Graphic Response Display (GRID)

LAFS.7.RL.2.6

Analyze how an author develops and contrasts the points of view of different character or narrators in a text.



There are five highlights in the passage to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Have you ever wondered how a relatively thin sleeping bag, jacket, or comforter filled with down can be so warm? Down feathers are the light, soft feathers found beneath the tougher exterior feathers of birds. Their loose structure allows them to trap air, and this insulation keeps the bird warm. In the same way, humans use down as insulation in many everyday products that keep ~~who~~ us warm.

People have been using down feathers in this way for centuries. Though ~~various feathers from~~ feathers from various species of birds were used in the past, the most common source today is the domestic goose. Most of the supply comes from ~~China, and while~~ China, while the rest mostly originates in Europe and Canada.

How do you know whether your jacket or pillow is actually lined with down? The Federal Trade Commission, which ~~promotes~~ promotes consumer ~~protection~~ protection, mandates that products labeled "100% Down" must contain nothing but down feathers. If you just see "Down" on the label, this indicates there is a mixture of both fiber and feathers. A label of "Goose Down" signifies a composition of at least 90% goose feathers.

LAFS.8.L.1.1

Demonstrate command of standard English grammar and usage when writing . . .

Item Task: Editing Task

FSA Writing



Writing Standards

LAFS.4.W.1.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

LAFS.8.W.1.1—Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Overall Writing Task Description

Students will read a set of passages containing two to three readings about a single topic. The passage set may consist of informational or literary fiction or nonfiction and can cover a wide variety of topics. After reading the passages, students will respond to a writing prompt by either providing information on the topic in the passage set or taking a side to support an argument.

Passage Attributes

The passage sets for the informative/explanatory prompts should maintain a clear connection but may address various concepts of the topic. Passages for the argumentative prompts should present opposing points of view. Each point of view should be equally represented so that a student can choose either side of the position.

The Writing Task

LAFS.4.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
- Provide a concluding statement or section related to the opinion presented.

The readings talked about clutter and being tidy. Write an essay in which you give your opinion: Is clutter sometimes okay, or should you always try to be neat? Use the information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your essay;
- write your essay; and
- revise and edit your essay.

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 writing should be in the form of a well-organized, multiparagraph essay. Write your answer in the space provided.

FSA ELA Writing Training Test Questions

Read the "Neat Is Nice, But Clutter Is Cool?" passage set.

**Neat Is Nice, But Clutter Is Cool?
Too Much Stuff!**

- 1 Pictures from vacation, spelling tests, a plumber's business card, a postcard from a relative, a dentist appointment reminder. What do all these things have in common? You might find all of them on your refrigerator door. Your refrigerator door can tell you more about your family than you might think.
- 2 In 2012, scientists studied 32 families in Los Angeles. They found that most of these families had too much stuff. One easy way to tell if a family had too many things was to look at their refrigerator door. If there was a lot of clutter on the door, there was likely to be a lot of clutter in the house.
- 3 The scientists studied the families for four years. Here are a few more things they found out:
- Many families filled their garages with anything but a car. Furniture, boxes of clothes, toys, and appliances filled the space. Three out of four garages were too full to even hold cars.
 - The families collected games and sports equipment but never played with them.
 - One picture from the study showed a bookcase with 24 shelves. On each shelf were dolls and stuffed animals. Each shelf had between 5 and 12 items on it. There were almost 200 toys on that one bookshelf.
- 4 Jeanne E. Arnold, a professor who did the study, said, "What we have is a time capsule of America. No other study has been done like this. Imagine how exciting it would be if we could go back to 1912 and see how people were living in their homes. That's the core of any society."
- 5 People collect things for a number of reasons. Maybe they will use them later. The things might be meaningful to them. They may have cost a lot of money to buy. But really, if you have not used something in the past year, you probably will not. It is just more clutter.

*"Too Much Stuff!" written for educational purposes.

FSA ELA Writing Training Test Questions

Clutter Brings Out Creative Side

- 6 Many people like a little mess. Some people say they think better in a mess. Some even claim they find things better in a mess. If you are one of those people, there is good news for you. Your mess may help your creative side.
- 7 Scientists around the world wanted to find out if people who were neater were better at things than people who had a lot of clutter. What they found out surprised them.
- 8 They found out that tidy places cause people to stick to what they know. That was not such a surprise. But they also discovered that messy spaces cause creative thinking.
- 9 In the studies people were given tasks in a room where things were neat and orderly. Others were given tasks in a room where papers and books were on the floor.
- 10 In a study in Denmark, college students filled out paperwork in each room. When they were done, they were asked to give money to a good cause. Most of the students from the neat room said yes. But, more than half of the students in the messy room said no.
- 11 When the students left the rooms they were offered either an apple or a piece of chocolate. The students leaving the neat room picked the apple three times more often than the students leaving the messy room.
- 12 In a second study, U.S. college students were told to invent new uses for ping-pong balls. Students in each room came up with about the same amount of ideas. However, this time, the students in the messy room came up with more creative ideas than the ones in the neat room.
- 13 In the final study, 188 American adults were placed into either a messy room, or a tidy room. Then they were given a choice between a smoothie that had "classic" ingredients or one that had "new" ingredients. Participants from the neat room picked the "classic" smoothie more often than people from a cluttered room.
- 14 In each study, scientists found that what we have around us matters. When things are neat and clean we behave one way. When things are cluttered and messy we seem to behave another.

*"Clutter Brings Out Creative Side" written for educational purposes.

FSA ELA Writing Training Test Questions

Dealing with Clutter

www.clutterfree.org
(A website to help people who want to get rid of clutter)

- 15 Does this sound like you?
- I can never find anything after I put it away.
 - My bedroom, closet, and backpack are full of junk.
 - I want to be more organized.
- 16 If you said "yes" to any of these, then this site is for you!
- 17 Cleaning up can be hard to do. It's even harder when you are cleaning up things that you don't want or need anymore. It can be hard to decide what you want, what you need, and what you can let go.
- Get started!**
- 18 You will need 3 containers. They can be bags, boxes, or even a laundry basket! Label the boxes: one "keep," one "give away," and one "toss." You might need a fourth box: "?" for things that you can't decide what to do with.
- 19 **Keep:** In here go items that you use all the time. Keep things that you need every day. Keep things that you have used in the past year.
- 20 **Give away:** In here, place items that can be given to someone else. Maybe to a younger brother or sister, or a friend. Maybe even to someone who has less than you do. There are many places that take items that are good but are not wanted by you anymore. They take these things and give them to others who need them.
- 21 **Toss:** In here, put things that need to be thrown away. Things that are broken or not fixable. Old papers, broken toys, etc.
- What if I can't decide?**
- 22 That is what the "?" box is for. You can put things that you just aren't sure you need, but you want to keep. There are things that we find hard to part with and that's okay.
- 23 There are some questions you can ask yourself about items:
- Do I love this item?
 - Have I got another one that is better?
 - Does this item make me smile?

How can you help your child be prepared?

Read . . . newspapers, periodicals, fiction, biographies. Encourage your child to read every night.

Encourage authentic reading and writing activities—write letters and thank you notes, read newspapers and journals, discuss current events.

Use other content sources (science, math, social studies) as reading resources.

Talk about what is being read. Write about what is being read.

Stop at unknown words. Discuss what the words might mean and if the text helps understand the unknown word.

Summarization is one of the most difficult tasks; provide relevant practice.

Stay involved—use Edmodo, Home Access Center (HAC), and other resources to be up-to-date with assignments and grades. Review your child's homework and offer positive feedback.

- Contact your child's teacher and/or school administrator.
- Use state resources:
 - Florida Department of Education: <http://www.fldoe.org>
 - FSA Portal: www.FSAssessments.org
 - Florida State Standards: <http://www.cpalms.org/Public>
 - <http://www.justtake20.org/>



What is Just Take 20?

The Florida Department of Education created the Just Take 20 campaign to provide K-12 Florida families with practical, easy-to-implement reading activities that establish literacy as a lifelong value. Just Take 20 encourages families to seize everyday teachable moments by using 20 minutes a day to integrate reading into their busy lives. Families are invited to create their own custom literacy plans and have fun while learning!

Just Take 20 events will be held across the state, including family workshops, community events, and professional development opportunities to support literacy education among educators and the families they support. Educators are invited to register for the Just Take 20 Back-to-School challenge that launches in August 2015.



Parents are a child's first and most influential teacher.



The love of reading is formed from rich literacy experiences at home.



When families are involved, the literacy achievement gap is significantly reduced.



A home environment that encourages learning is critical for student achievement.



Of all academic subjects, reading is considered the gateway to success!

Studies Show the Benefits of Reading Every Day.

Why do reading experts recommend students read 20 minutes outside of school hours every day?

- Every-day reading increases fluency and confidence.
- Increased time spent reading increases vocabulary, comprehension, and writing skills.
- Reading outside the classroom helps students experience the world around them and understand how literacy leads to college, career, and beyond.
- Reading every day helps students form a positive habit, increasing the likelihood they will establish the value of lifelong literacy.

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FSA ELA				
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4 th & 5 th	Apr. 11 – May 6	80 minutes	2	Computer Based (CBT)
6 th – 8 th	Apr. 11 – May 6	85 minutes	2	Computer Based (CBT)

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Questions?

Helping Your Child Succeed on the Florida Standards Assessments

MATHEMATICS

The Shifts in Standards

Focus strongly where the Standards focus

Coherence: Think across grades, and link to major topics within grades

Rigor: In major topics, pursue with equal intensity: conceptual understanding, procedural skill and fluency, and application

Math Florida Standards (MAFS)

Standards for Mathematical Practice

The habits of mind that are evident in a mathematically proficient student.

- Persevere, problem solve and attend to precision
- Reasoning and explaining
- Modeling and using tools
- Seeing structure and generalizing

12 × 25

$$\begin{array}{r} 12 \\ \times 25 \\ \hline 60 \\ 240 \\ \hline 300 \end{array}$$

There are four 25s in 100,
and three fours in 12,
therefore $100 \times 3 = 300$

$$12 = 10 + 2$$

$$25 \times 10 = 250$$

$$25 \times 2 = 50$$

$$250 + 50 = 300$$

Math Florida Standards (MAFS)

Content Standards

The actual math content that will be covered at each grade level.

- Number and quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and probability

What does it look like?



2016 Mathematics FSA Testing Dates

Grade level	Number of Sessions	Date	Session Duration	Delivery method
3 rd & 4 th	2	March 28 – April 8	80 minutes	Paper Based (PBT)
5 th	2	April 11 – May 6	80 minutes	Computer Based (CBT)

60 – 64 items will be divided over the two sessions of the test.

2016 Mathematics FSA Testing Dates

GRADE LEVEL	TESTING WINDOW	NUMBER OF SESSIONS	DURATION	TOTAL NUMBER OF ITEMS
6 th	April 11 – May 6	3	60 min	62 – 66
7 th & 8 th	April 11 – May 6	3*	60 min	62 – 66
EOC	April 18 – May 13	2*	90 min	64 – 68

* The 1st session is the non – calculator portion of the assessment.

All tests are administered on the computer (CBT) over 2 days.

2016 FSA EOC Graduation Requirements

All EOC assessments are 30% of the final grade.

Algebra 1 – earn credit and pass the EOC

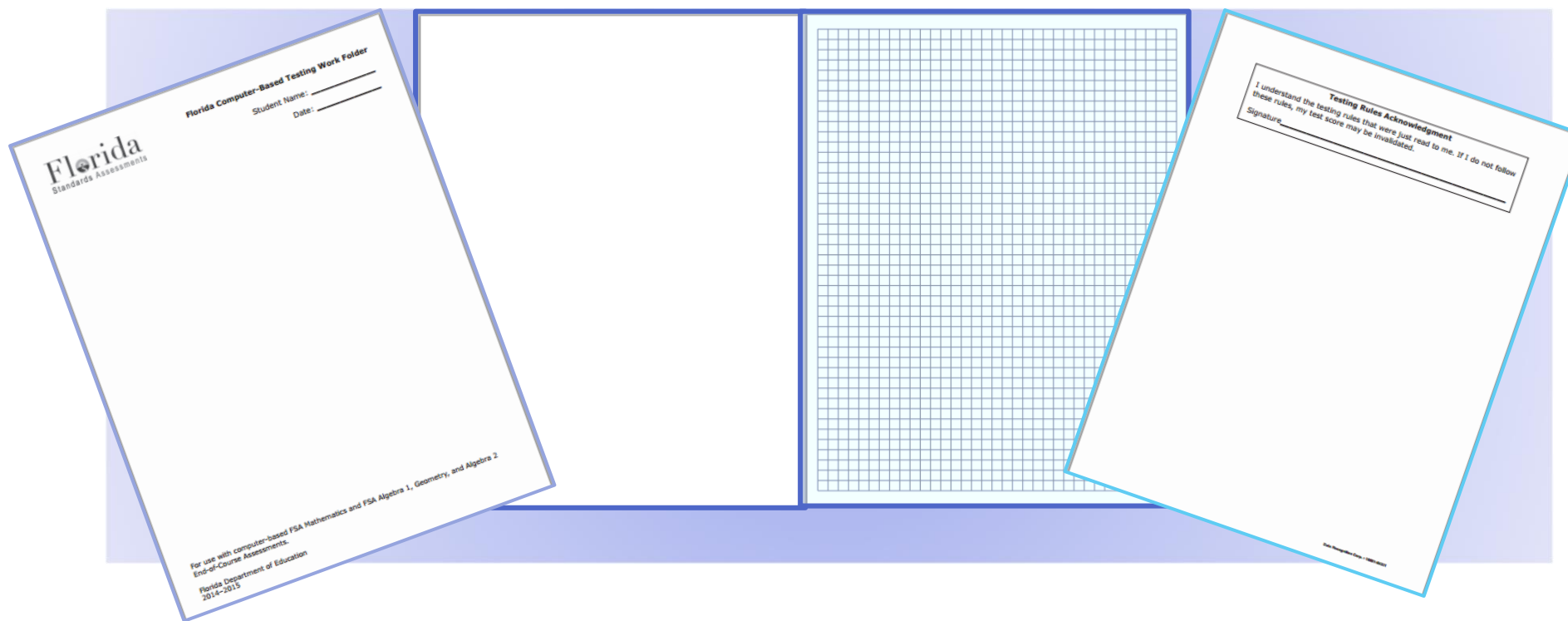
Geometry * – earn credit and take the EOC

Algebra 2 * – If enrolled in the course, students must take the EOC

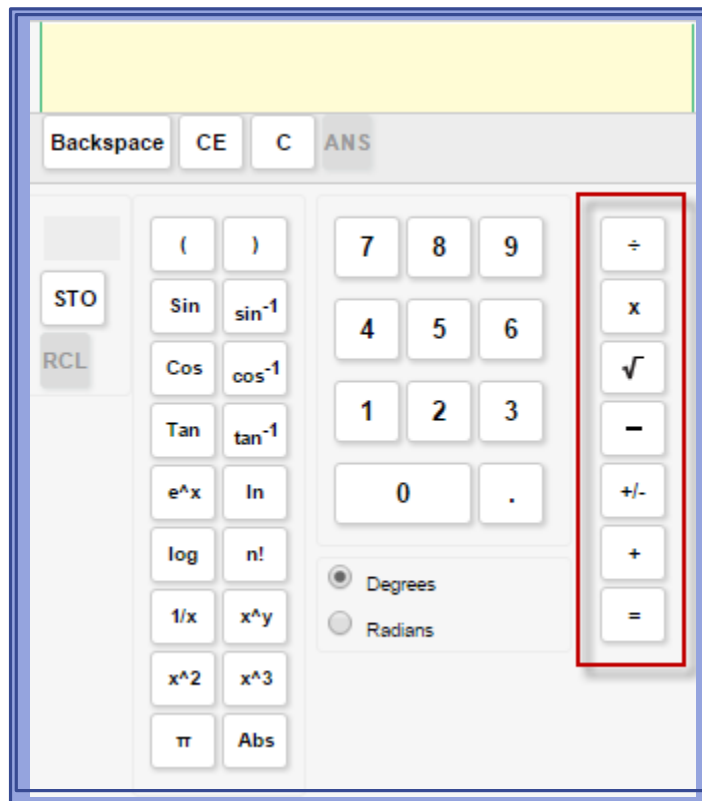
* Passing the EOC is required to achieve the Scholar Designation.

2016 FSA Information

Students taking the CBT will be given a work folder.



FSA Online Calculator



Permitted handheld calculators

- TI – 30Xa
- FX – 260 Solar
- EL – 501X
- EL – 510 RN
- V30 – RA

Grade 7, Grade 8, Algebra 1, Geometry and Algebra 2

Multiselect

Choose more than one correct answer from the answer choices, and fill in the bubbles for more than one correct answer. Be sure to read the item carefully to know how many correct answers to choose.

Which **two** statements can be represented by the expression 4×8 ?

- A teacher puts 8 chairs at each of 4 tables.
- Tom buys 4 red markers and 8 black markers.
- Marie shares her 8 marbles equally among 4 friends.
- There are 4 rows of flowers. There are 8 flowers in each row.
- There are 8 ducks in the pond. Then, 4 more ducks join them.

Technology Enhanced Question Types (Grade 5 – Algebra 2)

Editing task choice

Editing task

Hot text

- Selectable hot text
- Drag – and – drop hot text

Open response

Multiselect

Graphic response item display (GRID)

Equation editor

Matching item

Table item

Equation Editor

An equation is shown. $3^m \cdot 3^n = 3^{-2}$

What are possible values for m and n ?

$$m = \boxed{-3 \quad 4}$$

$$n = \boxed{1 \quad -6}$$

The image shows a digital keypad interface for an equation editor. At the top, there is a toolbar with five icons: a left arrow, a right arrow, a left arrow with a curved tail, a right arrow with a curved tail, and an eraser icon. Below the toolbar is a grid of buttons for numbers and symbols. The grid is organized as follows:

1	2	3
4	5	6
7	8	9
0	.	-

GRID (Graphic Response Item Display)

A tub that holds 18 liters of water fills with 2 liters of water every 2.5 minutes.

A. Use the Add Arrow tool to create a graph that models the situation for the first 5 minutes.

B. At what rate is the tub filling with water? Drag symbols to the circle and numbers to the boxes to show the rate.

0
1
2
3
4
5
6
7
8
9
+
-

Delete Add Point Add Arrow

A. Water in Tub

Time (minutes)	Water in Tub (liters)
0	0
2.5	2
5	4

B.

Rate: $\frac{4}{5}$

Matching / Table Item

Match the equivalent expressions by clicking in the table.

Select the value of each decimal number when it is rounded to the nearest whole number.

	5	6
5.06	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.53	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.92	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.47	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Reference Sheets

Conversion tables provided for Grades 4 through Algebra 2

Customary Conversions

1 foot = 12 inches
1 yard = 3 feet
1 mile = 5,280 feet
1 mile = 1,760 yards

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts

1 pound = 16 ounces
1 ton = 2,000 pounds

Metric Conversions

1 meter = 100 centimeters
1 meter = 1000 millimeters
1 kilometer = 1000 meters

1 liter = 1000 milliliters

1 gram = 1000 milligrams
1 kilogram = 1000 grams

Time Conversions

1 minute = 60 seconds
1 hour = 60 minutes
1 day = 24 hours
1 year = 365 days
1 year = 52 weeks

Formulas Provided

3rd grade	4th grade	5th grade
none	Perimeter: rectangle $P = 2l + 2w$	Formulas will be embedded in the problems.
	Area: rectangle $A = lw$	Volume: rectangular prism

Formulas Provided

6th grade	7th grade	8th grade
Area: parallelogram, rectangle, triangle, trapezoid	Area: parallelogram, rectangle, triangle, trapezoid	none
Volume: rectangular prism, prism	Volume: prism, pyramid	
	Surface Area: prism, pyramid	

Formulas Provided

Algebra 1	Geometry	Algebra 2
Quadratic formula: embedded in question	Trigonometric ratios	Trigonometric ratios
	Volume: prism, pyramid, sphere	Quadratic formula
	Surface Area: prism, pyramid, sphere	Probability
	Line equations: slope – intercept, point – slope	Z – score, Z - table

Florida Standards Assessments Portal

www.fsassessments.org

All FSA Information and Updates

Student and Parent Resources

Practice Tests

Test Design and Item Specifications

Use [chrome](#)  or [firefox](#) 

ASSESSMENT RESOURCES



The screenshot shows the Florida Standards Assessments Portal website. At the top, there is a navigation bar with links for Home, Students & Families, Test Administration, Technology Resources, and About the FSAs. On the right side of the navigation bar, there are links for Email Alerts, Register, and Settings. Below the navigation bar is the Florida Standards Assessments logo. The main content area is divided into several sections. On the left, there are four vertical buttons: Students & Families (with a graduation cap icon), Test Administration (with a document and checkmark icon), Technology Resources (with a computer monitor icon), and About the FSAs (with an information icon). The central section is titled "Welcome to the FSA Portal" and contains a paragraph of introductory text, a paragraph describing the assessment system, and a link for information about FCAT 2.0 or NGSS EOC Assessments. Below this is a link for more information about Florida standards, course descriptions, and standard resources. At the bottom of the central section, there is a link to FDOE on Twitter and a link to tweets by @EducationFL. On the right side, there is a vertical sidebar with six buttons: Administer the FSA (with a person and key icon), Secure Browser (with a shield and checkmark icon), FSA Resources (with a book icon), Training Tests (with a gear and list icon), Online Reporting System (ORS) (with a pie chart icon), and TIDE (with a group of people icon). At the bottom of the sidebar, there is a button for Visit FDOE (with the Florida state logo icon).

Home Students & Families Test Administration Technology Resources About the FSAs Email Alerts: Register | Settings

Florida
Standards Assessments

Students & Families

Test Administration

Technology Resources

About the FSAs

Welcome to the FSA Portal

This portal is your source for information about the Florida Standards Assessments.

Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met.

For information about FCAT 2.0 or NGSS EOC Assessments, please visit <http://www.fldoe.org/accountability/assessments/k-12-student-assessment>.

For more information about Florida standards, course descriptions, and standard resources, please visit www.cpalms.org.

 **FDOE on Twitter**
[Tweets by @EducationFL](#)

Administer the FSA

Secure Browser

FSA Resources

Training Tests

Online Reporting System (ORS)

TIDE

Visit FDOE

FSA Training Tests

<http://fsassessments.org/students-and-families/training-tests/>

Computer based test (CBT)
paper – based test (PBT)

Use chrome



or firefox



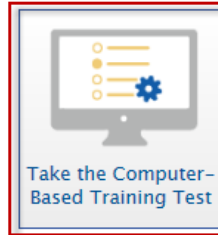
ASSESSMENT RESOURCES

Home Students & Families Test Administration Technology Resources About the FSAs Email Alerts: Register | Settings

Florida
Standards Assessments

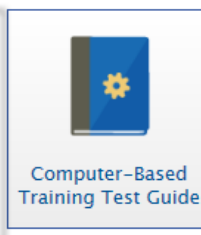
FSA Portal > Students & Families > Training Tests

Training Tests

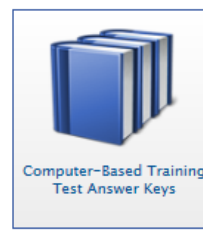


Take the Computer-Based Training Test

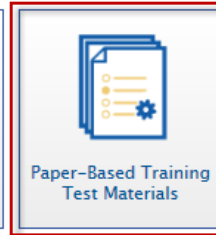
CBT



Computer-Based Training Test Guide



Computer-Based Training Test Answer Keys



Paper-Based Training Test Materials

PBT

About the Training Tests

The purpose of these training tests is for students to become familiar with the system, functionality, and item types; the tests are not intended to guide classroom instruction. Descriptions and response instructions for each item type are included in the Training Test User Guide. Users should refer to the tutorials or the guide to familiarize themselves with the different features and response instructions for each item type.

Answer keys for English Language Arts (ELA) and Mathematics training tests that list the item, correct answer, and grade level/subject of each item are also available. Some students may have difficulty with some of the content aligned to higher grades within the grade level/subject range of each training test; nevertheless, this should not interfere with students' ability to interact with an item for its intended training purpose. If an item appears to be too difficult, encourage students to experiment with the tools, choose the best answer and move on to the next item.

Users must use a supported Web browser to access the Training Test site. The supported Web browsers for the training tests are Firefox 10-36, Chrome 41-44, Safari 5-8, or Internet Explorer 10-11.

The training tests combine sample items for different grade levels and subject areas. The following tests are available:

- Writing
 - Grades 4-5 FSA ELA
 - Grades 6-8 FSA ELA
 - Grades 9-10 FSA ELA
- Reading
 - Grades 3-5 FSA ELA
 - Grades 6-8 FSA ELA
 - Grades 9-10 FSA ELA
- Mathematics
 - Grades 3-4 FSA
 - Grades 5-6 FSA
 - Grades 7-8 FSA
 - FSA EOC

ASSESSMENT RESOURCES

Florida Standards Assessments

FAQ

<http://fsassessments.org/wp-content/uploads/2015/01/2014-2015-Assessment-Accommodations-FAQ.pdf>

The collage features several overlapping pages from the 2014-2015 Assessment Accommodations FAQ. One page shows questions 15 through 21 regarding listening accommodations, dual monitors, oral presentation, and paper-based tests. Another page shows questions 29 and 30 regarding eye-gaze communication systems and calculator accommodations. A third page shows questions 18 and 19 regarding passage booklets and paper-based mathematics tests. A fourth page shows question 20 regarding planning sheets and question 21 regarding graph paper. A fifth page is a table titled '2014-2015 FSA and FCAT/FCAT 2.0/NGSS EOC Assessment Accommodations Frequently Asked Questions (FAQ) - Accommodations for Students with Disabilities - General Information'. The table lists assessment details for FSA and FCAT/FCAT 2.0/NGSS EOC, including contractor information, standards assessed, CBT platforms, and test administration details.

Accommodations for Students with Disabilities - General Information		
1. Which assessments will be administered in 2014-2015?		
The table below provides details about the Florida Standards Assessments (FSA) and the FCAT/FCAT 2.0/End-of-Course (EOC) assessments that will be administered in 2014-2015.		
	FSA	FCAT/FCAT 2.0/NGSS EOC
Contractor	<ul style="list-style-type: none">American Institutes for Research (AIR)Subcontractor for materials production: Data Recognition Corporation (DRC)	Pearson
Standards Assessed	Florida Standards	<ul style="list-style-type: none">Sunshine State Standards (SSS)Next Generation Sunshine State Standards (NGSSS)
CBT Platform	Test Delivery System (TDS)	TestNav 8
Computer-Based Test Administration (with paper-based accommodations for eligible students with IEPs/section 504 plans)	<ul style="list-style-type: none">Grades 8-11 ELA WritingGrades 5-11 ELA ReadingAlgebra 1GeometryAlgebra 2	<ul style="list-style-type: none">FCAT Mathematics RetakeFCAT 2.0 Reading RetakeAlgebra 1 RetakeGeometry Retake (Fall/Winter only)Biology 1U.S. History
Paper-Based Test Administration	<ul style="list-style-type: none">Grades 4-7 ELA WritingGrades 3-4 ELA ReadingGrades 3-4 Mathematics	Grades 5 and 8 Science

2. Are all assessments administered on the computer?
No. The following assessments are paper-based test administrations in 2014-2015: Grades 4-7 FSA English Language Arts (ELA) Writing, Grades 3-4 FSA ELA Reading, Grades 3-4 FSA Mathematics, and Grades 5 and 8 FCAT 2.0 Science. All other assessments are computer-based administrations with paper-based accommodations available for eligible students whose individual educational plans (IEPs) or Section 504 plans indicate a need for a paper-based format. For information regarding assessments that will be administered on the computer

ASSESSMENT RESOURCES

FSA Blueprints

www.stjohns.k12.fl.us/smath/

Links to the test item specifications from the Test blueprint

Use internet explorer



St. Johns County School District

Home > Secondary Math

Secondary Mathematics

- Student Progression Plan
- Curriculum
- Course Descriptions and Standards
- Grade 6**
- Grade 7**
- Grade 8 (Pre-Algebra)
- Algebra 1
- Algebra 2

Resources

- FSA/EOC
- Partnership for Assessment of Readiness for College and Careers (PARCC)
- ALGEBRA I EOC (NGSSS)
- Math Florida Assessment System (MFAS)
- Instructional Services Secondary Education
- Geometry

Donna Soncrant
Program Specialist for S
904-547-7698
Donna.Soncrant@stjoh

Home > Secondary Math > Grade 7

Grade 7

FSA Test Design Summary and Blueprint
(Standards link to item specifications with sample problems)

Grade 7 Mathematics Standards Coverage

Reporting Category	Standard Grouping	% of FSA Test
Ratio & Proportional Relationships	MAFS.7.RP.1.1	25%
	MAFS.7.RP.1.2	
	MAFS.7.RP.1.3	
Expressions & Equations	MAFS.7.EE.1.1	21%
	MAFS.7.EE.1.2	

Partnership for Assessment of Readiness for College and Careers (PARCC) Practice Test

www.parcconline.org/take-the-test

Both computer and paper based practice tests

ASSESSMENT RESOURCES

The screenshot shows the PARCC website interface. At the top, there is a search bar and a 'Stay informed!' section with an email sign-up form. Below this is a navigation menu with tabs for 'About PARCC', 'The PARCC Assessment', 'PARCC States', 'PARCC Resources', and 'News and Updates'. The main content area is titled 'Take the Test' and includes a sub-header '1 Before You Get Started: Do you have the right tools?'. This section contains a paragraph explaining that PARCC tests are administered online but paper-and-pencil versions are available for schools not ready for computer-based testing. It lists three bullet points: 'Make sure you have the right device and browser', 'Take the quick tutorial', and 'Try out a paper practice tests'. Below this is a second sub-header '2 Take the Test' with a paragraph encouraging users to try practice tests in grades 3 through 11, including Braille and large print. It lists links for 'English Language Arts/Literacy Practice Tests' (Grade 7 online and paper) and 'Mathematics Practice Tests' (Grade 4 online and paper). At the bottom, there are links for 'All practice tests, grades 3 through 11', 'All practice test answer keys, grades 3 through 11', and 'Schedule of accommodated practice tests - including large print, screen reader accessible, Braille and Spanish'. The right sidebar contains 'FEATURED RESOURCES' (PARCC Publishes FAQs and Glossary, PARCC Accessibility Features and Accommodations Manual) and 'LATEST NEWS' (Item of the Week 2-5-15, ELA EOY practice test is here, Math PBA is Here).

Khan Academy Core

www.khanacademy.org/commoncore/

Questions aligned to standards

Technology enhanced questions

ASSESSMENT RESOURCES

The screenshot shows the top navigation bar of the Khan Academy website. It includes the Khan Academy logo, a search bar with the text "Search for subjects, skills, and videos", and links for "Subjects", "About", "Donate", "Log in", and "Sign up". The main banner features the text "An uncommon approach to the Common Core" and a green button that says "Sign in to get started". To the right of the text is a graphic of a hand with leaves growing from it, symbolizing growth and learning. Below the banner is a quote from Sal Khan, the founder and executive director of Khan Academy, stating: "While the standards may be common, we know that students are not - they each have their own learning journey. This is why we are committed to personalized learning that lets students practice what they most need help on, at their own pace, at absolutely no cost." Below the quote is the text "All-new, standards-aligned exercises" followed by a list of bullet points: "Thousands of new, interactive math problems fully aligned to every standard from K-12" and "Focuses on conceptual understanding, procedural fluency, and real-world application". At the bottom right of the page are three circular icons: a grid with numbers, a 3D cube, and a portrait of a person with a triangle overlaid on their face.

KHANACADEMY Subjects About Donate Search for subjects, skills, and videos Log in Sign up

An uncommon approach to the Common Core

Sign in to get started

“While the standards may be common, we know that students are not - they each have their own learning journey. This is why we are committed to personalized learning that lets students practice what they most need help on, at their own pace, at absolutely no cost.”

Sal Khan
Founder and Executive Director of Khan Academy

All-new, standards-aligned exercises

- Thousands of new, interactive math problems fully aligned to every standard from K-12
- Focuses on conceptual understanding, procedural fluency, and real-world application

Floridastudents.org

Content support and resources for students and parents aligned to the FSA

www.floridastudents.org

Florida  Students
educational resources for learning

[SAT PRACTICE WEBSITE](#)

[HAVE FEEDBACK?](#)


[HELP](#)

Let's get started!


Choose a subject area and then a course.



English Language Arts
255 Resources



Mathematics
1434 Resources



Science
589 Resources



Civics
135 Resources

About Website

Welcome to FloridaStudents.org, your source for Florida Standards Student Tutorials and Resources.

This site is new and inside you will find resources located from all over the web to support your learning in language arts, mathematics, science, and civics.

Soon you will find tutorials designed just for you by Florida educators. Be on the lookout for these new Florida tutorials!

Your feedback is important to us as we work to make FloridaStudents.org better. Please provide your feedback [here](#).



Floridastudents.org

Select the grade level or course in which you are interested.

GRADES K-5

collapse ^

Mathematics - Grade Kindergarten... 38 Resources	Mathematics - Grade One 66 Resources	Mathematics - Grade Two 79 Resources	Mathematics - Grade Three 134 Resources	Mathematics - Grade Four 123 Resources
Mathematics - Grade Five 107 Resources				

GRADES 6 - 8

collapse ^

M/J Grade 6 Mathematics 221 Resources	M/J Grade 7 Mathematics 208 Resources	M/J Grade 8 Pre-Algebra 204 Resources
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GRADES 9 - 12

collapse ^

Algebra 1 267 Resources	Algebra 2 231 Resources	Geometry 143 Resources
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SJCSD Year – at – a – Glance

St. Johns County School District

HOME COMMUNITY

ABOUT US DEPARTMENTS POLICIES SCHOOLS SCHOOL BOARD SUPERINTENDENT

Vacancies for the 2015-2016 school year are now available on AppliTrack!

NEW VACANCIES
View the open positions which are currently available on AppliTrack @ St. Johns County Schools.

Featured Links

- ▶ FSA Informational Meetings for Parents
- ▶ Opt-Out of Phone/Email/Text Notifications
- ▶ Half Cent Sales Tax Referendum
- ▶ **Year-at-a-Glance Pacing Guides**
- ▶ Testing Task Force

The Superintendent's Report

In the event of an emergency situation it sometimes becomes necessary to take additional precautions for the safety and security of our students. We realize this may be an inconvenience and heighten the anxiety of parents and stakeholders apprised of a situation. Sometimes these situations are fluid state with information changing rapidly. Our efforts are focused on supporting the students, staff and environment of affected schools at any given point.

Found on the SJCSD homepage
or
the Instructional Services page

<http://www.stjohns.k12.fl.us/year-at-a-glance/>

St. Johns County School District

ABOUT US DEPARTMENTS

For Parents

- ▶ Academic Competitions & Events
- ▶ Science Fair
- ▶ Course Descriptions
- ▶ Success Measures Pathway Tool
- ▶ State Assessment Website
- ▶ Understanding FCAT 2.0 reports
- ▶ Homework Recommendations
 - ▶ Middle School Homework
 - ▶ High School Homework
- ▶ What are the Standards?
- ▶ Guide to Biology EOC
- ▶ Parent Resource Guide
- ▶ Elementary Education
- ▶ **Year-at-a-Glance Pacing Guide**

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Questions?

Thank you for joining
us this evening!
