



Trinity Oaks FSA & Curriculum Night

Tuesday, March 7, 2017

Thank you for coming!



Mathematics



- * Make sense of problems and persist in solving them
- * Model with mathematics
- * Use appropriate tools strategically
- * Look for and make use of structure
- * Construct practical arguments and analyze the reasoning of others
- * Reason abstractly and quantitatively
- * Develop a strong concrete-to-conceptual foundation in number operations



Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1,000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal operations
7	Solve $px+q=r$, $p(x+q)=r$
8	Solve simple 2×2 systems by inspection



English Language Arts



READING:

- * progressive development of reading comprehension
- * emphasis on text complexity
- * grade-level texts to promote necessary rigor

WRITING:

- * Different types of writing: Opinion pieces, explanatory writings, narrative texts, research projects
- * Infuses use of technology

SPEAKING & LISTENING:

- * small-group, whole-class discussions, range of settings, formal & informal
- * effective communication practices

LANGUAGE:

- * conventions for writing & speaking
- * Vocabulary through conversation, direct instruction and reading



FSA

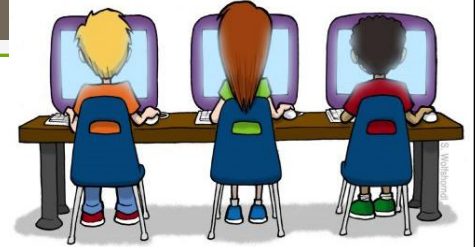
3rd Graders:



- March 28-29th: ELA – 80 min/day
- April 10th & 11th : Math – 80 min/day *Spring Break*
- ELA is Paper/Pencil
- Math is NOW COMPUTER!!!
- Students must achieve a level 2 in ELA in order to be promoted to 4th grade.
- If a student scores a level 1 in ELA, the **SAT-10** will be administered and **may be** used for promotion.
- Good Cause passages may be used. They must adhere to guidelines to be used.



FSA



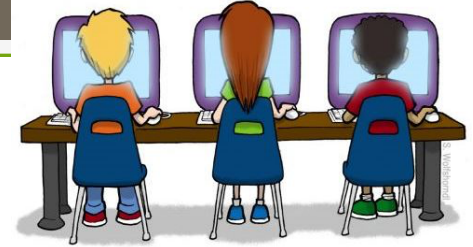
4th Graders:

- February 27th: Writing- Paper/Pencil, 120 minutes
- April 12th -13th: ELA- Computer Based- 80 min/day
- April 17th-18th : Math- Computer Based- 80 min/day
- Scores are **not** used for promotion to 5th grade.



FSA

5th Graders:



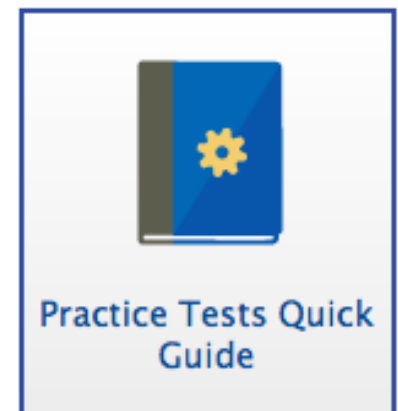
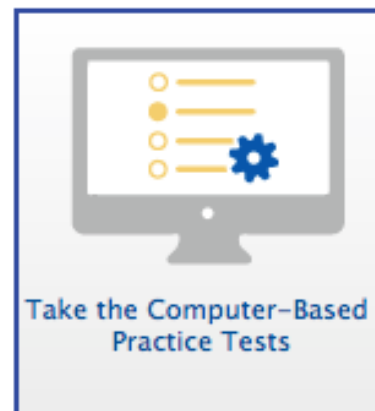
- February 27th: Writing - **Paper/Pencil**, 120 minutes
- April 19th -20th: ELA Computer - 80 min/day
- April 24th -25th: Math –Computer - 80 min/day
- May 1st -2nd : FCAT Science 2.0 - Paper/Pencil- 80 min/day
- Scores are **not** used for promotion to 6th grade. However they used to manage placement in middle school.

FSA Examples

- FSA Website: www.fsassessments.org
 - This website provides Reading and Math training tests for practice. We will have students practice in school.
 - Can also be accessed at home!



Practice Tests



ELA Examples

9. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Based on the information in Passage 1, with which statement would the author agree?

- Ⓐ Rafts are too small to fit all of the ants from a colony.
- Ⓑ Smaller colonies may not live through a flood.
- Ⓒ The ants may not survive the journey without food.
- Ⓓ Building a raft is a clever way for the ants to survive.

Part B

Which piece of evidence from Passage 1 supports your answer in Part A?

- Ⓐ "What a tangle of ants! But it's just what the ants need to save their colony from drowning." (paragraph 3)
- Ⓑ "Once the raft is in place, one by one and two by two, more ants march out of the nest and onto the ant raft." (paragraph 4)
- Ⓒ "They carry ant eggs, ant babies, and, of course, the queen. (Some ants may even pack a bit of food for the trip.)" (paragraph 4)
- Ⓓ "An average-sized nest is made up of 100,000 fire ants." (paragraph 5)

**3rd Grade:
Part A/B**

Now answer Numbers 5 through 12. Base your answers on the passages "A Raft of Ants" and "Insect Farmers."

- 5.** What is one way fire ants use their claws and jaws during a flood? Use information from Passage 1 to support your answer.

Write your answer in the space provided below.

**3rd Grade:
Extended
Response**

4th Grade: Drag/drop

Passage 1: How the Moon Was Kind to Her Mother

- 1 Once upon a time, a long while ago, the Sun, the Wind, and the Moon were three sisters, and their mother was a pale, lovely Star that shone, far away, in the dark evening sky.
- 2 One day their uncle and aunt, Thunder and Lightning, asked the three sisters to have supper with them, and their mother said that they might go. She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit.
- 3 So the Sun, the Wind, and the Moon started out for the party with the Thunder and Lightning. Oh, it was a supper to remember! The table was spread with a cloth of rainbow. There were ices like the snow on the mountain tops, cakes as soft and white as clouds, and fruits from every quarter of the earth. The three sisters ate their fill, especially the Sun and the

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Create a summary of Passage 2 by putting the following events in the correct order.

1.
2.
3.
4.
5.

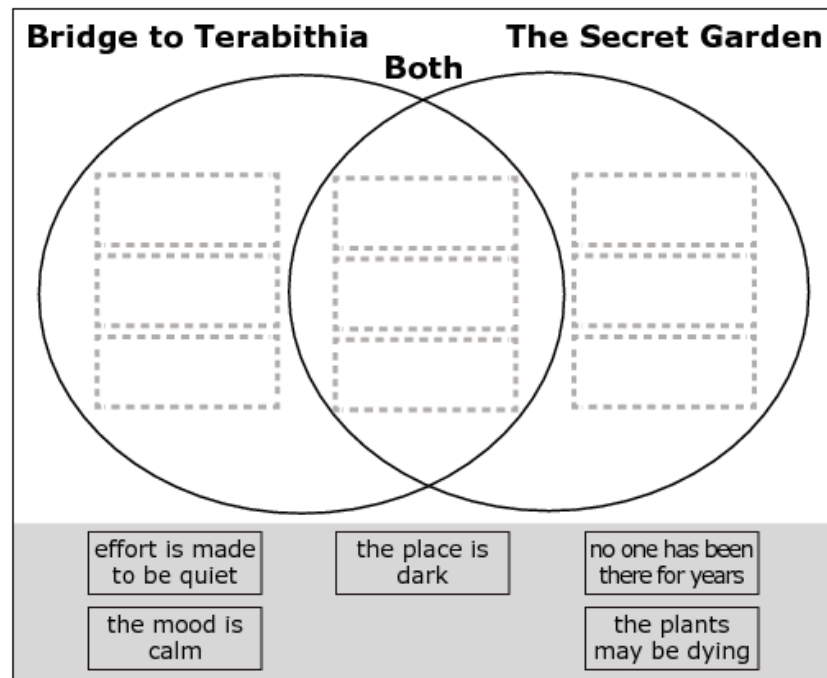
Fox wonders how he'll get home.
Fox tricks Eagle into giving him her eggs.
Fox makes up a song to trick the animals.
The animals build a bridge for Fox to walk over.
Eagle takes Fox to an island.

Other question formats: Multiple Choice, Part A/B, Extended Response, and Listening Enhanced Items.

5th Grade: Drag/drop

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Both passages are about characters who are in mysterious settings. Drag the details about how each author describes the setting to the correct boxes in the Venn diagram.



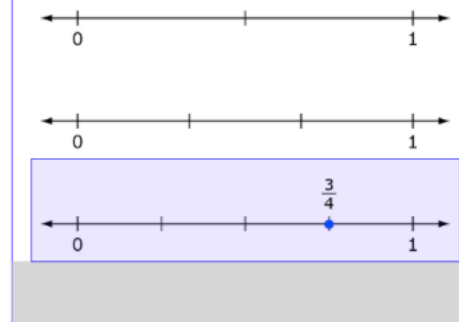
Other question formats: Multiple Choice, Part A/B, Extended Response, and Listening Enhanced Items.

Math Examples

3rd Grade: Open Response, Drag & Drop, and Select All

Click on the number line that should be used to correctly plot the fraction $\frac{3}{4}$.

Then, drag the fraction to show its correct location on the selected number line.



A set of shapes is shown.



Describe the geometric attributes that all the shapes have in common.

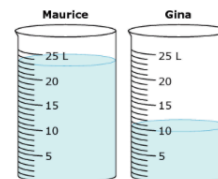
All are quadrilaterals. They have...

Select all the situations that can be represented by $35 \div 5$.

- ☒ Heidi has 35 apples after picking the same number of apples each day for 5 days.
- ☒ Heidi has 35 apples and places an equal number of apples into 5 baskets.
- ☐ Heidi has 5 apples and needs more apples to deliver to a customer.
- ☐ Heidi has 35 apples, and her friend gives her 5 more.
- ☐ Heidi has 35 apples and gives 5 of them to a friend.

MURCH, MURCH

Maurice and Gina each have a container of water, as shown.



What is the difference, in liters (L), between the amounts of water in their containers?

←
→
↶
↷
✖

1	2	3
4	5	6
7	8	9
0	$\frac{\Box}{\Box}$	

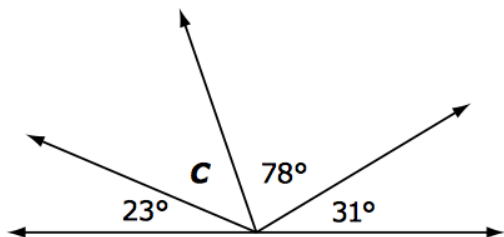
4th Grade: Tables and Open Response

Original numbers are rounded to the nearest hundred and to the nearest thousand. The original numbers are different from all the rounded numbers in the table.

Complete the table with possible original numbers.

Original Number	Rounded to the Nearest Hundred	Rounded to the Nearest Thousand
	13,600	14,000
	2,400	2,000

A diagram is shown.



A. Create an equation that can be used to find the measure of angle C .

B. What is the measure of angle C ?

5th Grade: Equation Response, Multi-select, Open Response

An expression is described in words.

"Add 5 and 14, triple the sum, and then add four-fifths."

Create the expression using numbers and symbols.

← → ↶ ↷ ✖

1	2	3	+	-	×	÷
4	5	6	<	=	>	
7	8	9	\square^\square	()		
0	.	$\frac{\square}{\square}$				

Select all the numbers that Logan could multiply by 54,216 to get a product less than 54,216.

- ☐ $\frac{7}{12}$
- ☐ $\frac{4}{4}$
- ☐ $1\frac{1}{5}$
- ☐ $\frac{2}{9}$
- ☐ 3
- ☐ $\frac{8}{5}$

Enter the two consecutive whole numbers that the quotient for $78 \div 14$ is between.

Between		and	
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THE FLORIDA STANDARDS ASSESSMENT ENGLISH LANGUAGE ARTS GRADE 4 SCORE REPORT

DOE, JANE
SID: XXXXX1238
SPRING 2016

SCHOOL: DEMO SCHOOL (9999)
SCHOOL DISTRICT: DEMO DISTRICT (99)

PURPOSE OF THIS REPORT

The Florida Standards Assessments (FSA) are the statewide assessments in Florida. They are one of many tools our state's educators use to measure your student's mastery of the content that will be needed to be prepared for the next grade. This report is designed to provide you with insight into your student's performance so that you can continue supporting your student. If you have questions about this report, please contact your student's teacher or principal.

For resources to help your student better understand the Florida Standards, including tutorials, visit FloridaStandards.org. For resources to help your student better understand the FSA, including practice tests, please visit www.fsaassessments.org.

Las Evaluaciones de los Estándares de la Florida (FSA) se administran en todo el estado de la Florida. Son una de las muchas herramientas que emplean los educadores de nuestro estado para medir el dominio del contenido que poseen los alumnos y que será necesario para estar preparados para el próximo grado. Este informe está diseñado para brindarle información sobre el desempeño de los alumnos a fin de que pueda continuar brindándole apoyo. Si tiene preguntas sobre este informe, póngase en contacto con el docente o el director de los alumnos.

Para obtener recursos, incluidos tutoriales, para ayudar a los alumnos a comprender mejor los Estándares de la Florida, visite FloridaStandards.org. Para obtener recursos, incluidos exámenes de práctica, para ayudar a los alumnos a comprender mejor las FSA, visite www.fsaassessments.org.

Evalyasyon Nòt Florida a (Florida Standards Assessments ou FSA an angle) se evalyasyon yo fè nan tout eta Florida. Yo se youn nan plizyè zouti edikatif nan eta nou an nite pou mezire nan ki nivo piti ou wètrè sa l ap bezwen kontan pou prepare pou klas l ap ladan an pwochen an. Nèw se kreye rapò sa a pou ba ou yon lide sou fason piti ou ap travay lekòl pou w kapab kontinje anvi ak ade li. Si ou gen kesyon sou rapò sa a, tanpri kontakte prefasè ouwa dirèktè piti ou.

Pou jwenn resous pou ede piti ou konprann Nòt Florida yo, alèz son pou aprann ladan, ale sou sitwèb FloridaStandards.org. Pou resous pou ede piti ou konprann FSA a ak byen, alèz epòsle pou pratike tèt ou, tanpri ale sou sitwèb www.fsaassessments.org.

YOUR STUDENT'S PERFORMANCE ON THE 4TH GRADE ENGLISH LANGUAGE ARTS ASSESSMENT

PERFORMANCE LEVEL

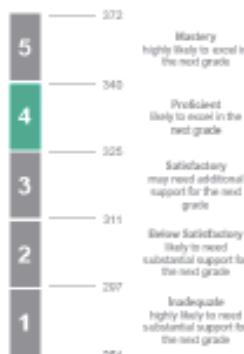


Students who score in Level 4 demonstrate proficiency in the Florida Standards for their grade. They are likely to excel in the next grade.

Los alumnos que obtienen un puntaje de nivel 4 demuestran competencia en los estándares de la Florida para su grado. Es probable que sobresalgan en el próximo grado.

Gwèz rezilta yo nan Nivo 4 yo montre yo gen konpetans nan Nòt Florida pou klas yo yo ane sa a. Yo gen chans pou reyaji nan klas y ap ladan an pwochen an.

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YOUR STUDENT'S PERFORMANCE DETAILS

Number of points earned by your student in each reporting category on this assessment

Reporting Category	Points Earned	Points Possible
Key Ideas and Details	7	11
Craft and Structure	8	15
Integration of Knowledge and Ideas	7	13
Language and Editing	4	6
Text-based Writing	2	10

YOUR STUDENT'S PERFORMANCE COMPARED

Percentage of students in each Performance Level in your district and the state

	School	District	Florida
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%

1 Top of Report: The test, student, school, and district are identified on the top of the report.

2 Purpose of This Report: Description of the FSA and resources for teachers, students, and parents. On certain reports, and where appropriate, this section includes additional information regarding graduation and scholar designation requirements, and alternate passing scores.

3 Performance Level & Scale Score: An icon displays the student's performance level. Next to the icon, a statement provides further information regarding the performance level and charts the scale score on a graph. The performance level information is translated into Spanish and Haitian Creole.

4 Performance Details: A table lists the FSA ELA, Mathematics, or EOC reporting categories assessed. The Points Earned column shows the actual number of points earned by answering questions correctly in each of the reporting categories. The Points Possible column provides the total number of points possible for each of the reporting categories.

5 Performance Compared: A table lists the percentage of students in each performance level in the student's school, district, and the state. The performance level in which the student scored is highlighted.

How we use results...

- To examine individual student strengths, in comparison to peer group
- To examine overall school trends, identify areas for improvement
- To examine effectiveness of instructional and intervention efforts



Parents are a part of the Team, too!

How you can help at home...

- READ and discuss a wide variety of texts, topics, and sources.
- Build content knowledge through discussion and experiences.
- Visit teacher recommended websites such as Think Central for math and science.
- Look over papers / work brought home
- Have your child practice basic math facts (addition & subtraction, multiplication)
- Have your child use notes/notebooks/study guides to study before classroom assessments.

THANK YOU!

- We appreciate you, and all you do do support your child's education!
- If you have questions, please follow up with your child's teacher during a conference.

