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**FSA English Language Arts Updates
CLAS
Fall 2018**

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Test Development Center

September 2018

FSA ELA Cycle 2018 - 2019

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

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

Science – 35 Members

- Expert Review
- Item Content Review



Community Sensitivity – 28 Members

- Mathematics
- ELA Reading
- Social Studies
- Science

Mathematics – 76 Members

- Alignment Study
- Item Content Review
- Rubric Validation

Social Studies – 21 Members

- Expert Item Content Review
- Item Content Review

Test Development Center
Fall 2018

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%

Test Development Center
Fall 2018

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

Statewide Assessment Committee Database

The new database will allow you to:

- Update information on your own,
 - Keep track of committees in which you've participated, and
 - Nominate potential participants online.
-
- If you are interested in serving on a committee, please email sally.rhodes@fldoe.org for an invitation to register. If you are currently in the database, email me and I will send your log-in and password information for you to verify the info on file.



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FSA ELA Changes for 2018–2019

HB 7055

HB 7069

HB 7055—Social Studies Concepts

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

Social Studies Concepts/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.



HB 7069: Changes Testing Windows (cont.)

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

Score Release


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

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.

FLORIDA STATEWIDE ASSESSMENT PROGRAM 2018–2019 SCHEDULE

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

Mode Changes for FSA ELA

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

Grades 3–7 Mode Transitions

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



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Score Interpretation and Considerations

Calibration

Reporting Categories

Writing

Calibration

- Calibration school selection is a scientific process that creates a sample that is representative of the entire state.
 - This includes demographics and a range of performance
- School cooperation
 - is crucial to complete the calibration analyses in a timely fashion for scoring and reporting.
 - contributes towards Florida having valid and reliable assessments and results.

Calibration

- Calibration schools receive special materials that contain “anchor sets” – these item sets are scored and evaluated statistically to set scoring parameters for the test.
- An anchor set is a “mini-test” that models the item parameters of the entire test. They also “anchor” the test to previous years to ensure that item parameters are the same or extremely similar from year to year.

Calibration

- Once tests for calibration schools are processed, psychometric teams from FDOE, our contractors, and a third, independent party evaluate the results.
- Then, post-equating is used to place IRT-processed scores on the assessment scales and to ensure that the resulting scores are comparable to those of previous years.

Calibration

- Making scores comparable allows comparisons between, for example, the achievement of grade 6 students in 2017 and the achievement of Grade 6 students in 2018.
- Each assessment is designed to be of similar difficulty each year; however, slight differences in test difficulty (the content of the test items) may influence student scores. Without equating, it would be difficult to determine whether differences in scores between years are the result of these slight differences in the test difficulty or differences in students' true levels of knowledge and skill.

Calibration

- Grades 3–5 ELA/Mathematics
 - Entire school selected
 - Materials return with striped labels
- Grades 6–10 ELA/Mathematics
 - One subject/grade level test per school
 - Grade 6 – materials return with striped labels
 - Grades 7–10 – test during week one

Interpreting Scores—Considerations

- Reporting categories should not be considered the sole indicators for determining the educational needs of students.
 - The exact number of items per standard fluctuates within the RC across years and grades, making narrowing curriculum based on this information a “risky business.”
- Providing instruction in a specific reporting category or standard alone may not be justified and may actually be an inefficient use of instructional time.

Interpreting Scores—Considerations

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

- The number of **items** in a reporting category will vary by grade level. Consequently, users should not compare **reporting category scores** across grade levels.
- The difficulty of the items measuring each standard varies across categories but is similar in the overall test from year to year. Consequently, users should not compare reporting category scores across years.

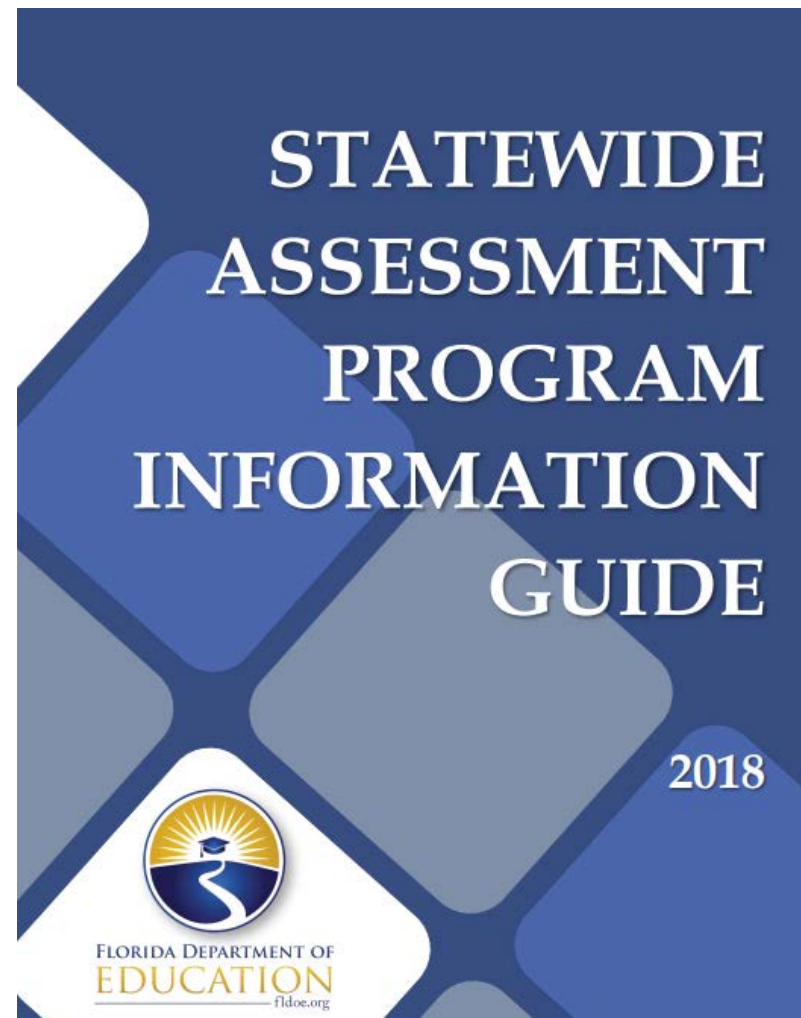
“Weighting” of FSA ELA Writing

- 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.**

Statewide Assessment Program Guide

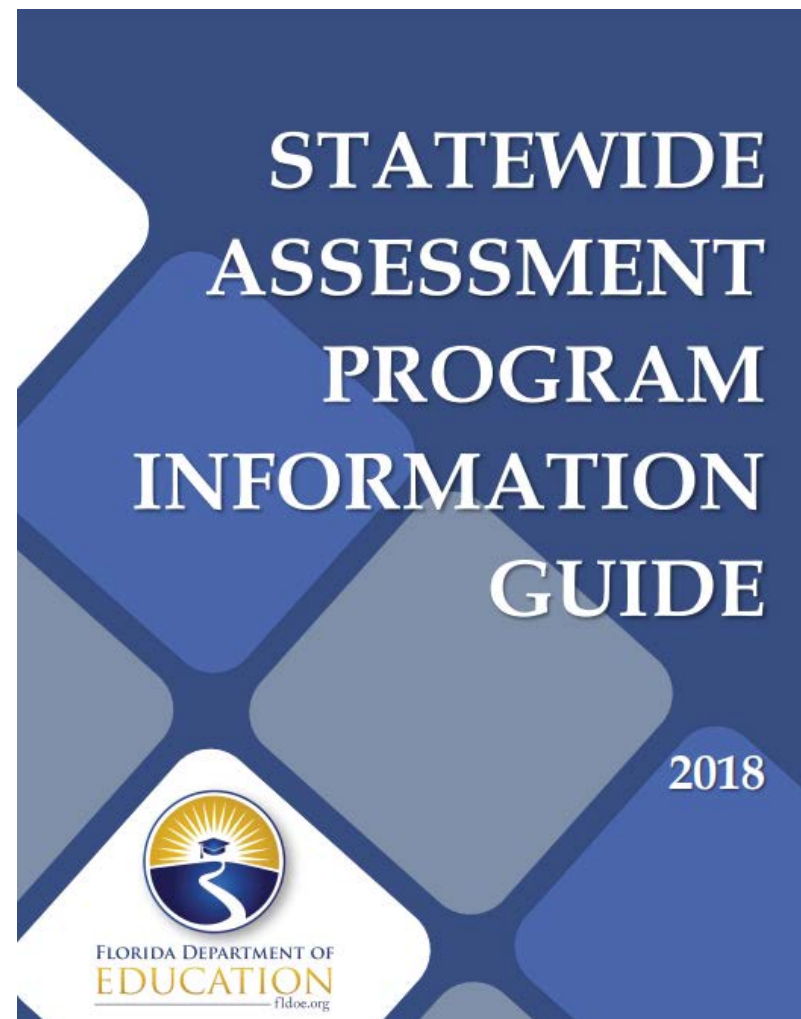
“The Statewide Assessment Program Guide is a very useful document all in one place. We shared this document with district and school staff. It helps explain the details of the FSA to parents especially confusion over how the Writing component is included in the ELA test. We love this comprehensive document.”

– *Richard Baum, Director
Student Assessment and Research
Broward County Schools*



Statewide Assessment Program Guide

- Test Content
- Development
- Administration
- Scoring and Equating
- Reporting
- Resources
- History and Uses





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Paper-Based Tests

ELA and Math

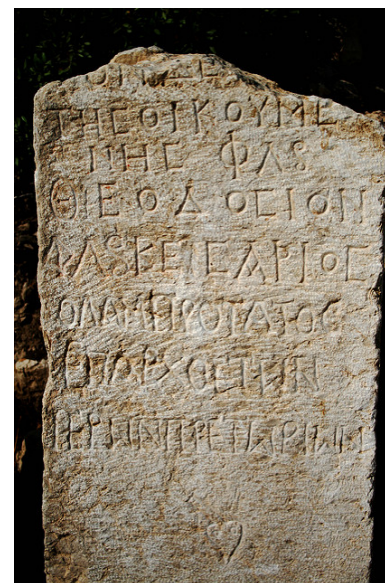
Grades 3–6

Paper-Based Transition – Looking Ahead

SPRING 2022



SPRING 2025



2019 Paper-Based Tests—Grades 3–6

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

2019 Paper-Based Tests—ELA

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

Paper-based tests will NOT include:

- **Audio**
- **Short answer**

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 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

18. Yes; it can.

- (A) Yes,
- (B) Yes:
- (C) Yes
- (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

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.	Ⓐ	Ⓑ	Ⓒ
Trickery is rewarded.	Ⓓ	Ⓔ	Ⓕ
Food influences characters.	Ⓖ	Ⓗ	Ⓖ



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FSA ELA Writing

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



Current Sampler Sets

- Grade 4—Informative (Info)
- Grade 5—Opinion
- Grade 6—Info
- Grade 7—Argumentation (Arg)
- Grade 8—Info
- Grade 9—Arg
- Grade 10—Info

New Anchors and Student Responses

- 2021 – Grades 6 and 10
- 2022 – Grades 4 and Grade 9
- 2023 – Grades 5 and grade 7

FSA ELA Writing—2019

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



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

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

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.

FSA ELA Writing Condition Codes

- Totally blank = no valid ELA score because student did not attempt to take the Writing portion of the ELA assessment
- If “0” reported = attempt to respond, but response earned condition code resulting in zero points out of 10 points possible
 - Entire response written in a foreign language = 0
 - Totally illegible, incomprehensible, or insufficient = 0
 - Copied from the sources with no original writing = 0
 - Totally off topic = score the conventions domain, resulting in 0, 1, or 2 points

What Constitutes a “Copy” Score?

To qualify as scorable, a student must give a controlling idea, a reason, and a little bit more.

- The response demonstrates **no original thought**.
- Often the introduction is the prompt followed by a three-pronged thesis of copied phrases from text.
- Each paragraph may have transition words, but followed only by direct copy from texts.
- A few words may be substituted but usually only basic synonyms are used (i.e., “wrong” used instead of “incorrect”).

FSA ELA Writing Observations

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

Observations—Continued

- **Patterns from many higher-level responses**
 - **Demonstrate awareness** of the big picture
 - **Synthesis** of texts to show conceptual understanding—student controls info
 - Purposeful selection of relevant details from text to tie to the controlling idea
 - Counterclaim fully addressed throughout (instead of one paragraph)
 - Elaboration that furthers textual evidence—used to make the point
 - Conventions—controlled overall

Writing Reminders

- “Plop and drop” evidence is not effective.
- Discernment = choosing relevant evidence that supports the controlling idea/main point.
 - When the passage set includes a number, statistic, or list, many students seem COMPELLED to use as evidence—even when it doesn’t connect to the student’s controlling idea.
- Use of overblown expressions or trivial rhetorical questions weakens the tone.
- 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.
- Ineffective development equals ALL summary with little or no elaboration to connect to the controlling idea.
- “What it says; what it means; why it matters” strategy *may* improve the response IF
 - actual phrases aren’t used repeatedly throughout the essay; or
 - “what it means” is not just a translation that adds nothing.
- Relevant, insightful anecdotes often strengthen the response, while generic, unimportant “one time when” anecdotes may weaken the development.

Writing Reminders to Students

- Read the prompt carefully! What is the true **intent of the prompt**?
 - Prompt is not the same as the passage title!
- Read the passage set carefully.
- Think carefully about the passage set; take notes.
- Think about the purpose, audience, and task.
- **Reread** the prompt.
- PLAN the response.
- DRAFT, reread, revise/edit.

Grades 4–5

Use of and References to Sources

- Simple but clear use of sources, facts, and details

Any of the following may be used:

- Title of passage/article
- Paragraph number
- Author
- Direct quotations

Citing Evidence—Grades 6–10

Because resources are not available and the assessment is timed, informal citations are acceptable in terms of the scoring criteria.

- Title of article, passage, source number
- Author's name
- Paragraph number
- Direct quotation with tag line to attribute the source material
- Reminder: A copied quotation or a reference to a person or entity within the text without attribution to the actual source does not count as a citation.

Writing Reminders—Evidence

- Grades 6–10—CITE evidence! (Though full citation is not required for Grades 4 and 5, some students are already doing this!)
- “Clunky” citations bog down fluency.
 - In Source 1, Paragraph 4, author Carl Hiaasen says . . .
- Author’s name in parentheses with source number or paragraph number seems less cumbersome, e.g., (Hemingway, Source 1) OR (Hemingway, 12).

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