



**FLORIDA STANDARDS  
ASSESSMENT  
PARENT MEETING  
2016-2017**

# **THE FLORIDA STANDARDS WHY ARE WE CHANGING?**

- **Emphasize success in college and careers**
- **Prepare students with 21<sup>st</sup> century skills**
- **Provide more rigorous content and application of knowledge**
- **Place emphasis on critical and analytical thinking**
- **Establish clear, consistent guidelines for instruction**

# **THE FLORIDA STANDARDS WHAT SUBJECTS ARE INCLUDED?**

- **Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) provide a clear set of goals and expectations**

**Define what students should know and be able to do at each grade level – kindergarten through grade 12**

# **THE FLORIDA STANDARDS WHAT DO THEY MEAN FOR TEACHING AND LEARNING?**

## **LAFS**

- Regular practice-complex text & academic language
- Reading, writing, listening and speaking grounded in evidence from text
- Build knowledge through content-rich text
- Different writing genres
  - Informational/  
Opinion

## **MAFS**

- Deeper understanding of mathematical concepts
- Builds habits of mind of productive mathematical thinkers (problem-solving based approach)
- Real-world applications
- Modeling with pictures technology, graphs, manipulatives

# **THE FLORIDA STANDARDS WHAT ABOUT THE NEW ASSESSMENTS?**

- **MAFS and LAFS will be assessed with the Florida Standards Assessments (FSA)– 2<sup>nd</sup> year of administration**
- **Spring 2016 administration of elementary school assessments will include:**
  - **English Language Arts (ELA): grades 3- 5**
    - **3<sup>rd</sup> grade paper-pencil**
    - **4<sup>th</sup> & 5<sup>th</sup> grade computer-based**
  - **Mathematics: grades 3- 5**
    - **3, 4, & 5<sup>th</sup> grade computer-based**

# THE FLORIDA STANDARDS

## HOW MAY I HELP MY CHILD?

- Read different types of books and informational texts with your child
- Ask your child to find answers to questions in the text of books, newspaper articles, manuals, etc. (Have your child write the answers on paper using complete sentences and supporting details)
- Encourage your child to form and defend an opinion by supporting it with facts, details and reasons from text on paper.
- Discuss mathematical ideas with your child have them explain these to you using pictures, graphs, etc.
- Practice multiplication, division, addition, and subtraction facts (students should be able to answer any simple problem within seconds with no fingers or tricks)
- Students should be able to relate facts such as  $2 \times 6 = 3 \times 4$ .
- Word problems strategies such as boxing in key words (how many more) and scratching our unneeded information. Students should work out problem on paper.
- Visit the Florida Standards Assessment online portal at:  
[www.fsassessments.org](http://www.fsassessments.org) to become familiar with the new assessments.

# **THE FLORIDA STANDARDS HOW MAY I HELP MY CHILD? CON'T**

- Establish a daily routine for homework
- Balance out of school activities
- Model the value of learning, self discipline (celebrate student growth and achievements through efforts)
- Express high but realistic expectations for achievement
- Encourage children's development/ progress in school
- Encourage reading, writing, and discussions among family members



# READING

WHAT CAN I DO TO PREPARE FOR THE  
READING PORTION?

# THE READING PORTION

- 2 sessions/ 90 minutes each session
- Response Mechanisms
  - Multiple Choice
  - Multi-select ( Select all that apply)
  - Editing Task Choice
  - Evidence-Based Selected Response ( Part A/ Part B question)
  - Hot text (1 part/ 2 part)
  - Listening passage
- Multiple selection items are worth 1 point so there will be no partial credit. A student must select all correct answers to receive credit
- Assesses students on literary text and informational text.
- Assesses Key Details, Craft & Structure, Integration of Knowledge and Ideas, Language & Editing

## **WITH WHICH TWO SENTENCES WOULD THE AUTHOR AGREE?**

- A) Learning is exciting no matter how you do it.
- B) All students should go to school on the Internet.
- C) Thousands of students in the same class are too many.
- D) Online classrooms are a good alternative to regular ones.
- E) Students in the same class should live close to each other.

**QUESTION:  
FILL IN THE CIRCLE BEFORE THE TWO SENTENCES THAT SHOW  
HOW ONLINE CLASSROOMS AND REGULAR CLASSROOMS ARE  
ALIKE.**

A) *Today, students who live far away from their teacher have classes on the Internet.* B) *In some online classrooms, a classroom full of kids can use a special computer program at the same time as the teacher.* C) *The students can live in one country, and the teacher can be located in a different country.* D) *Still, it's just like a classroom at your school.* E) *The teacher can teach the kids.* F) *The kids can ask questions.*

## **PART A**

HOW HAS LEARNING FROM DISTANT PLACES CHANGED OVER TIME?

- A) STUDENTS CAN ASK QUESTIONS AND GET ANSWERS FASTER.
- B) STUDENTS CAN HEAR THEIR TEACHER DURING THE SAME CLASS TIME.
- C) STUDENTS USE THE MAIL TO RECEIVE AND SEND WORK.
- D) STUDENTS LIVE FAR APART FROM THEIR CLASSMATES.

## **Part B**

Select one sentence that supports the answer in part A.

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

**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)

- A) okay to leave
- B) able to learn quickly
- C) able to begin
- D) prepared to travel
- E) ready to start to learn



# MATH

WHAT CAN I DO TO PREPARE FOR THE  
MATH PORTION?

# THE MATH PORTION

- 2 sessions/ 90 minutes each session
- Response Mechanisms
  - Multiple Choice
  - Multi-select ( Select all that apply)
  - Sorting
  - Grid
  - Matching
  - Table Item
  - Equation Editor (writing equations directly into text box)
  - Open response
  - Editing task choice
  - Hot text
- Multiple selection items are worth 1 point so there will be no partial credit. A student must select all correct answers to receive credit

## Example 1 Table Item

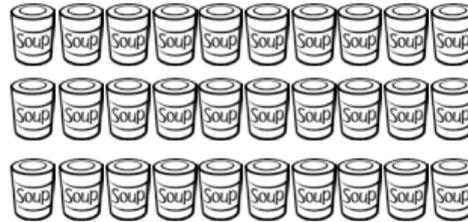
Complete the table.

Sample Item		
Sarah is arranging the chairs for a recital. She wants to put the 16 chairs into a rectangular array. Complete the table to show three ways that Sarah can arrange the chairs.		
	Number of Rows	Number of Chairs in Each Row
Arrangement 1		
Arrangement 2		
Arrangement 3		

## Example 2 More Than One

This type of item may confuse students because it looks like a traditional multiple choice item. Younger students may not understand what “mark all that apply” means. They must look carefully at each choice and mark it if it is a correct answer.

11. Angelo stacked 30 cans of soup collected during a food drive.



Select other ways Angelo could arrange the same number of cans. Mark all that apply.

- A 1 row of 30       D 8 rows of 4  
 B 5 rows of 6       E 10 rows of 3  
 C 6 rows of 6

### Example 3

Hot Text: Select the word that completes the sentence.

The tests show a list and ask students to choose the correct answer. Tell students to make their choice by selecting the correct answer from the drop down menu. There will only be one choice that is correct.

**12.** Choose the number that makes the sentence true.

The product of any number and

0

1

10

is zero.

### Example 4 Sorting:

Students may be asked to sort something into categories. These items will present numbers, words, or equations on rectangular “tiles.” The directions will ask students to write each of the items in the box that describes it. When the sorting involves more complex equations or drawings, each tile will have a letter next to it.

#### **Example 5**

Sorting

Copy the numbers in the correct box.

Write each number in the box below the word that describes it.

33      46      72      97

Even	Odd

- **Example 5** Use Given Numbers in the Answer
- Students may also see numbers and symbols on tiles when they are asked to write an equation or answer a question using only numbers. They should use the given numbers to write the answer to the problem. Sometimes there will be extra numbers.

**Example 6**

Use Given Numbers  
in the Answer

Write the given  
numbers to answer  
the question.

Write the numbers in order from least to greatest.

345

267

390

714

873

\_\_\_\_\_

- **Example 6** Matching: Some items will ask students to match equivalent values or other related items. The directions will specify what they should match. There will be dots to guide them in drawing lines. The matching may be between columns or rows

**Example 7**

Matching

Draw lines to match an item in one column to the related item in the other column.

Match the pairs of related facts.

$8 + 7 = 15$  • •  $12 - 9 = 3$

$14 - 8 = 6$  • •  $7 + 8 = 15$

$3 + 9 = 12$  • •  $9 + 7 = 16$

$16 - 7 = 9$  • •  $14 - 6 = 8$

- **Explain**: Some questions will ask the students to explain how they arrived at the answer. They need to write in complete sentences.

- 16.** Madison solves this problem. She says the difference is 419. Explain the mistake Madison made. What is the correct difference?

$$\begin{array}{r} 645 \\ - 236 \\ \hline \end{array}$$

**Possible explanation: When Madison combined the tens and ones, she should have regrouped 1 ten as 10 ones to subtract 36 from 45. Then she would have 0 tens and 9 ones left. The difference is 409.**

# MIAMI DADE COUNTY PUBLIC SCHOOL HOMEWORK POLICY

- 5 days a week
  - K-1: 30 minutes
  - 2-3 45 minutes
  - 4-5 60 minutes
  - These times do not include 30 minutes of daily reading

# RESOURCES FOR HOME

- FSA Workbooks
- Thinkcentral Practice
- Fsassessments.org

- Early Bird 

# RESOURCES FOR SCHOOL

- Iready
- Small group