FSA

iPrep Academy

February 28, 2019

Grade 3

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What is FSA?

The Florida Standards are the content standards that identify the expectations for what students enrolled in Florida schools need to know and be able to do. The Florida Standards in English Language Arts (ELA) and Mathematics were approved by the Florida State Board of Education (SBOE) in February 2014 and were fully implemented in grades K–12 in the 2014–2015 school year.

All Florida schools teach the Florida Standards. The Florida Standards Assessments (FSA) provide parents and families, teachers, policy makers, and the general public with information regarding how well students are learning the Florida Standards.

Students with Disabilities

All ***students with disabilities*** participate in the statewide assessment program. Students with disabilities participate in the FSA without accommodations or with accommodations, depending on the student's individual educational plan (IEP). A small number of students with disabilities who have an IEP may not be required to take the FSA. Only those students who meet the exclusion criteria set forth in [State Board Rule 6A-1.0943, Florida Administrative Code, Statewide Assessment for Students with Disabilities](), can be excluded from taking the FSA. Specifically, students whose demonstrated cognitive ability prevents them from completing the required coursework and achieving the state standards and who require extensive direct instruction to accomplish and transfer skills and competencies needed for domestic, community living, leisure, and vocational activities may be excluded from taking the statewide assessment. If a student meets the requirements described above and the IEP team determines that it is not appropriate for the student to take the FSA, the student is required to take the [Florida Standards Alternate Assessment]() (FSAA). There is also a special exemption from participation in the statewide assessment due to extraordinary circumstances or medical complexity.

For additional information about the statewide assessment program as it pertains to students with disabilities, please visit the Exceptional Student Education page on the FDOE website: [http://www.fldoe.org/academics/exceptional-student-edu/]().

English Language Learners

All English Language Learners (ELLs) participate in statewide assessments regardless of how long these students have been enrolled in a U.S. school. Students who are identified as ELLs must be provided with the allowable accommodations outlined in the test administration manuals.

Can my child be retained in the 3rd Grade?

In the M-DCPS, students have multiple opportunities to demonstrate reading mastery:

- *Florida Standards Assessment (FSA)*
- *Grade 3 Reading Student Portfolio* (administered in the second semester)
- **End-of-Year Alternative Assessments (administered on receipt of FSA scores)**
- *Alternative Assessment for Grade 3 Promotion* (administered during summer reading camps)
- *Grade 3 Mid-Year Promotion* (administered in the fall).

As **required by the statewide public school student progression law** eliminating social promotion (Section 1008.25, Florida Statutes), students may be promoted to Grade 4 only if they demonstrate an acceptable level of performance in reading on the Florida Standards Assessment (FSA) English Language Arts (ELA) assessment, or one of the "Good Cause" criteria, as follow:

1. English Language Learners (ELLs) with less than two years in an English for Speakers of Other Languages (ESOL) program.
2. Students with disabilities whose individual educational plan (IEP) indicates that participation in the FSA is not appropriate.
3. Students who demonstrate proficiency through a *Student Reading Portfolio*.
4. Students who demonstrate proficiency through an alternative standardized Reading assessment.
5. Students with disabilities, who demonstrate a deficiency in reading, have more than two years of intensive instruction, and were previously retained in kindergarten, first, second, or third grade.
6. Students who demonstrate a deficiency in reading after two or more years of intensive instruction and were previously retained in kindergarten, first, second, or third grade for a total of two years. **A student may not be retained more than once in grade 3.**

What Assessments will my child be taking?

The following PAPER-BASED Florida Standards Assessments will be administered in Spring 2019:

- ELA Reading, Grades 3-6, Mathematics, Grades 3-6

Computer Based Testing

- Florida has been transitioning to computer-based testing since 2010 and will continue to do so in Spring 2016. AIR offers a dynamic computer-based test delivery system. Students will respond to items in multiple ways, including creating graphs, writing short responses and using other interactive features. The various question types are designed to assess higher-order thinking skills and offer exciting new ways for students to show what they know and can do. Training tests are now available for students, parents and educators to become familiar with the new testing system. The training tests can be accessed at www.FSAssessments.org/training-tests.

- In Spring 2016, all grades 4–11 English Language Arts and Mathematics assessments will be administered online, with paper-based versions available for students with disabilities who have this accommodation outlined in their Individual Educational Plans (IEPs). Computer-based accommodations, such as text-to-speech, will also be available in the platform for eligible students who require them. Grades 3 assessments in 2015-2016 will be paper-based tests only.

SAVE THE TESTING DATES!

SPRING RECESS: 03/25-03/29

- FSA Grade 3 ELA Dates: 04/03/2019 - 04/04/2019

- FSA Grade 3-5 Math: Dates: 05/06/2019 - 05/07/2019

PBT Subject/Grade(s)	Session Length	Number of Sessions
Reading 3–5	80 minutes	2
Math 3-5	80 minutes	2

MIAMI-DADE COUNTY
giving our students the world
PUBLIC SCHOOLS

FSA

READING

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Grade 3

Read the passages "The Kettle That Would Not Walk" and "The Cheeses That Ran Away" and then answer Numbers 1 through 4.

Passage 1: The Kettle That Would Not Walk

by Clifton Johnson

1   ONE day a man was getting ready to go to market, and his wife said to him, "Husband, we need a new iron kettle for the fireplace. Don't fail to buy one."

2   So the man bought a kettle at Nottingham and started for home. But the kettle was heavy, and his arm grew tired with carrying it and he set it down. While he was resting, he noticed that the kettle had three legs. "What a pity I did not see those legs before!" cried the man. "Here you have three legs and I have but two, and yet I have been carrying you. 'Twere fairer [It seems more fair] that you had carried me. Well, you shall take me the rest of the way, at least."

3   Then he seated himself in the kettle and said, "Now, go on," but the kettle stood still and would not move.

4   "Ah!" said the man, "you are stubborn, are you? You want me to keep on carrying you, but I shall not. I will tell you the way and you can stay where you are until you get ready to follow me."

5   So he told the kettle where he lived and how to get there, and off the man went. When he reached home, his wife asked him where the kettle was.

Passage 2: The Cheeses That Ran Away

by Clifton Johnson

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.

16   "Ah! Mr. Cheese," said the man, "so you can run to market alone, can you? I wish I had known that before. It would have saved me the trouble of carrying you. Well, then, if you can go to market alone, so can the other cheeses, and I will send them along after you."

17   So he laid down his sack, took out the cheeses, and one by one rolled them down the hill. As the last one spun down the road he shouted, "I charge you all to meet me at the market-place."

18   Some of the cheeses went into one bush, and some went into another bush, but the man did not notice that, and he trudged on cheerfully to the market expecting the cheeses would meet him there. All day long he loitered about the market, and as evening approached he began to inquire among his friends and neighbors and other men if they had seen his cheeses come to the market.

19   "Who should bring them?" asked one of the market-men.

Now answer Numbers 1 through 4. Base your answers on the passages "The Kettle That Would Not Walk" and "The Cheeses That Ran Away."

1. What is the meaning of <u>anxious</u> as it is used in Passage 1?

> 10   "You need not be <u>anxious</u>," responded the man. "I told it the way, and it will be along in good time, as I said before."

Ⓐ angry

Ⓑ excited

Ⓒ sad

Ⓓ worried

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2. 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.

Part A

Which sentence describes the man's feelings at the end of Passage 2?

- Ⓐ He is pleased with his decision.
- Ⓑ He is excited to be traveling for his work.
- Ⓒ He is angry that he has to go to the market.
- Ⓓ He is unhappy about his choices in the story.

Part B

What happens in the passage because of the man's feelings in Part A?

- Ⓐ The man has nothing to sell at the market.
- Ⓑ The man arrives at the market well-rested.
- Ⓒ The man's cheeses get to the market on time.
- Ⓓ The man's cheeses become famous in the town.

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

Part A

Which sentence gives a point made by the author of Passage 1?

Ⓐ Jefferson enjoyed cooking.

Ⓑ Jefferson was a great president.

Ⓒ Jefferson kept trying when his plants failed.

Ⓓ Jefferson thought everyone should have a garden.

Part B

Which sentence from Passage 1 provides evidence for the answer in Part A?

Ⓐ "After Jefferson retired from public life to his beloved Virginia hilltop plantation, the garden 'served as a sort of this experimental testing lab' . . . ." (paragraph 1)

Ⓑ ". . . when blossoms appeared, and when the food should come to the table." (paragraph 3)

Ⓒ ". . . 'The greatest service which can be rendered any country is to add a useful plant to its culture.'" (paragraph 4)

Ⓓ "'He once also wrote that if he failed 99 times out of 100, that one success was worth the 99 failures' . . . ." (paragraph 6)

5. If he worked hard, he knew he could learn all of the <u>words</u>.

    Ⓐ word's

    Ⓑ words'

    Ⓒ wordes

    Ⓓ correct as is

6. Sam <u>frowning</u> when he heard the first word: "muscle."

    Ⓐ frown

    Ⓑ frowned

    Ⓒ frowns

    Ⓓ correct as is

7. Sam was surprised, and <u>we</u> started to laugh.

    Ⓐ she

    Ⓑ he

    Ⓒ I

    Ⓓ correct as is
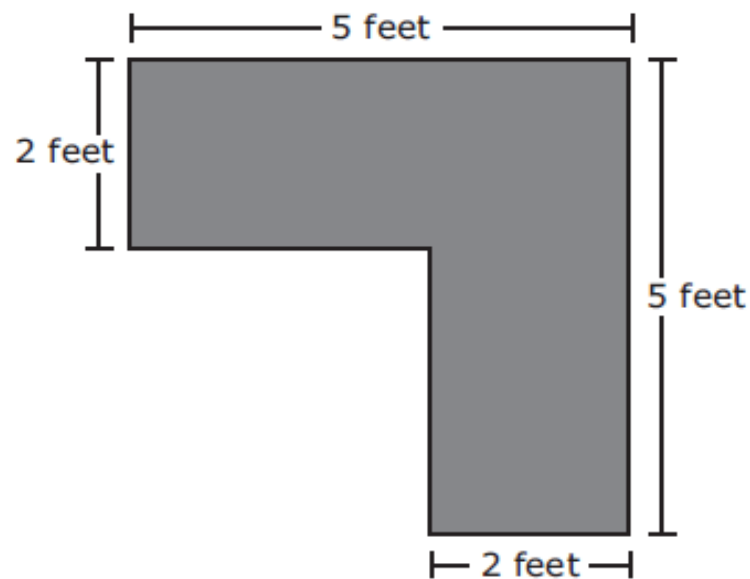
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3. Match each number to the value of the number rounded to the nearest 10.

	180	190	200
181	Ⓐ	Ⓑ	Ⓒ
186	Ⓓ	Ⓔ	Ⓕ
194	Ⓖ	Ⓗ	Ⓘ

4. A drawing of the top of a desk is shown.

What is the area of the top of the desk?

- Ⓐ 14 square feet
- Ⓑ 16 square feet
- Ⓒ 20 square feet
- Ⓓ 25 square feet

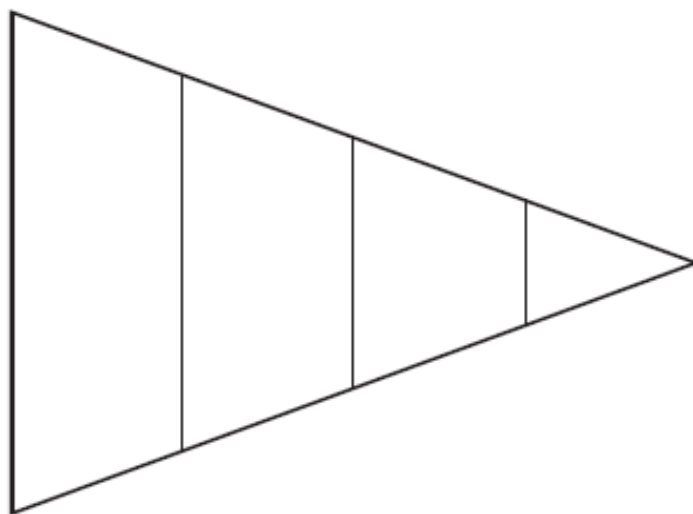**5.** Select all the situations that can be represented by 35 ÷ 5.

Ⓐ 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.

12. At the beach in Key Largo, Diana saw 10 dolphins each day for 7 days.

Which of the following could be used to find the total number of dolphins Diana saw?

Ⓐ 10 + 7

Ⓑ 10 − 7

Ⓒ 10 × 7

Ⓓ 10 ÷ 7

17. A triangle representing one whole is shown.

Complete the sentences to make true statements about the triangle. For each blank, fill in the circle **before** the word or phrase that is correct.

The parts of the triangle have
- Ⓐ equal
- Ⓑ unequal

areas since

they are
- Ⓐ the same size.
- Ⓑ different sizes.

The area of each part is
- Ⓐ one-fourth.
- Ⓑ unknown.

HOW CAN I HELP?

Parents and families can promote student success by staying involved in their student's education, offering positive support and feedback, and encouraging their child to relax and do his or her very best. By staying connected with our school and teachers and taking advantage of online resources, such as school websites and portals, parents and families can stay informed and be equipped to meet the needs of their student at home. To help students, parents/guardians, and educators understand what the FSA test items will look like, the department provides computer-based and paper-based practice tests on the FSA Portal.

Dos and Don'ts

Do – Bring you child to school on time

Do – Ensure your child has breakfast

Do – Remain positive

Don't – Allow your child to bring an electronic device

Don't – Schedule Dr.'s appointments on the days of testing

Thank you

Questions

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