



FSA

iPrep
Academy
March 4,
2019

Grades 4-5



What is FSA?

- As many Floridians are aware, our state has been in a period of transition as we have made important decisions to improve our education system and raise the bar for our schools, educators and students.
- The Florida Standards in Mathematics and English Language Arts were approved by the Florida State Board of Education in February 2014 and were fully implemented in grades K-12 in the 2014-2015 school year. All Florida schools will teach the Florida Standards, and the Florida Department of Education (FDOE) has contracted with the American Institute for Research (AIR) to develop and administer new statewide assessments. These assessments will provide parents, 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.



Performance Levels



Inadequate:	Below Satisfactory:	Satisfactory:	Proficient:	Mastery:
Highly likely to need substantial support for the next grade/course	Likely to need substantial support for the next grade/course	May need additional support for the next grade/course	Likely to excel in the next grade/course	Highly likely to excel in the next grade/course

Table 2. Florida Standards Assessments Scale Scores for Each Performance Level

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3 ELA	240-284	285-299	300-314	315-329	330-360
Grade 4 ELA	251-296	297-310	311-324	325-339	340-372
Grade 5 ELA	257-303	304-320	321-335	336-351	352-385



What Assessments will my child be taking?

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

- ELA Writing, Grades 4-6, ELA Reading, Grades 3-6, Mathematics, Grades 3-6

The following PAPER-BASED NGSSSS will be administered in Spring 2019:

- Science, Grades 5 and 8



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!

- FSA Grade 4 - 5 ELA Writing Component Dates: 04/03/2019
- FSA Grade 3 ELA Dates: 04/03-04/04/2019
- FSA Grades 4-5 ELA Dates: 05/01-05/02/2019
- FSA Grade 3-5 Math: Dates: 05/06-05/07/2019
- FCAT 2.0 Grade 5 Science: 05/08-05/09/2019



FSA

Writing

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Grades 4-5

PBT Subject/Grade(s)	Session Length	Number of Sessions
 Writing 4-5	120 minutes	1
 Reading 4–5	80 minutes <i>Approx. 30-31 Questions Per Session</i>	2
 Math 3-5	80 minutes <i>Approx. 30-32 Questions Per Session</i>	2
Grade(s)	Session Length	Number of Sessions
5	80 minutes	2

Read the “The Wild Among Us” passage set.

The Wild Among Us

Source 1: The Howl Next Door

by Julie McPartland

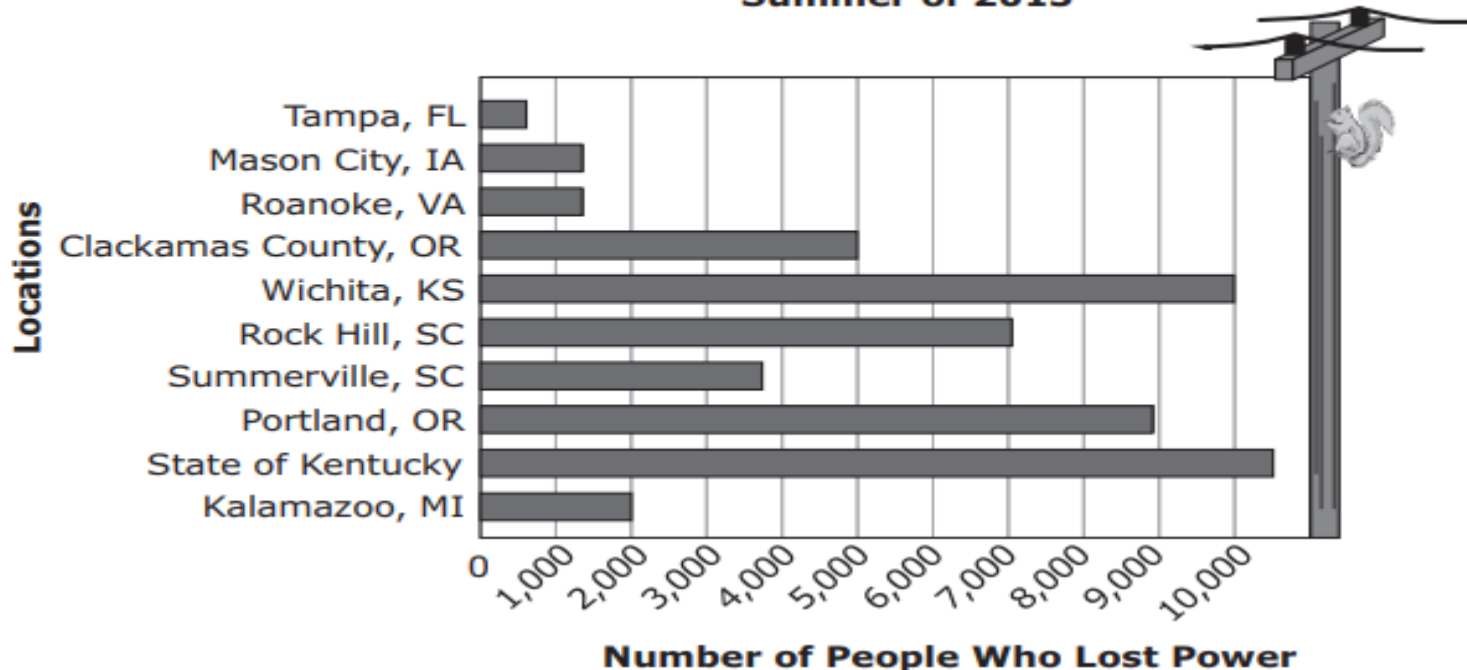
- 1 Ahhh-eeee-oooo! Coyotes are famous for their howl. People often think of coyote howls as a sound far off in the wild mountains or open plains. They imagine sitting by a fire and listening to nighttime conversations between the wild canines in the distance. That high-pitched cry is not always so far away, though. More and more, coyotes are found in or near cities.
- 2 In recent years, the animals have even moved into parks in New York City. No, coyotes are not swinging on swings and playing in sandboxes. Although coyotes live in the parks, most people will never see them up close. Coyotes, like many wild animals, are naturally cautious around humans. One urban park ranger says that she has only seen five coyotes face-to-face in thirteen years. However, using special cameras that watch the parks at night, people observe the coyotes playing and running. The coyotes do not know the cameras are there, so they act naturally. Park rangers, scientists, and others are learning about the behavior of the new residents.
- 3 Not everyone’s opinion is positive, though. Some people fear the

Source 2: Power Chewers

by Karl Szymas

- 5 A flash of a bushy tail, a speedy furry chase, the sudden stop—a squirrel hangs upside down on the underside of a large branch, listening. He uses his strong claws to defy gravity and, if we remain still, we can watch as he scampers further up the tree. A squirrel is such a common sight in many cities that most of us do not stop to think about them. One of the squirrel's most powerful traits is also one of its most troubling secrets. Squirrels' teeth never stop growing.
- 6 There is an expression "long in the tooth," meaning old. Does this mean squirrels go around with long, long teeth as they age? Not a chance. They use their teeth constantly, grinding them down. As omnivores, squirrels like to chew on nuts, berries, and insects. Sometimes they end up chewing on other things. This constant chewing can cause cities to power down.
- 7 A squirrel's need to chew, combined with its ability to go almost anywhere and its desire to stay safe, leads it to go inside transformers. A transformer is a large box where electrical wiring is kept. A squirrel goes into a transformer for the same reason it goes into a hole in a tree. It wants to be safe. Also, the top of a transformer box is a perfect spot for a squirrel to spread out and lie in the sun or shade. The platform even provides room for a squirrel to launch itself onto a power line, another place for it to chew on wires. Unfortunately, when squirrels keep their teeth busy with wires, neighborhoods and cities lose power. This sometimes causes the lights to go out in hundreds or thousands of homes. It is pretty incredible to think that one little scampering squirrel could affect the lives of so many people.

A Few of 50 Power Outages Caused By Squirrels, Summer of 2013



"Power Chewers" by Karl Szymas. Written for educational purposes. Information in graphic taken from "Squirrel Power" by Jon Mooallem, *New York Times*, August 31, 2013.

Source 3: Pigeons and People

by Nicole Wilson

- 8 Look up in any major city and you may spot a pigeon perched on the ledge of a building. Tall buildings have only been common in cities for a few hundred years. Where did pigeons hang out before that? Many pigeons living in cities today are descendants of rock doves. Rock doves originally made their homes in steep cliffs that bordered the ocean. Tall buildings resemble those steep cliffs, so it makes sense that pigeons have made themselves at home there. Some city dwellers see them as loud pests, cooing and causing a mess. Pigeon droppings spoil the beauty of buildings, cars, and statues. However, people may be the

Writing Prompt

Write an informative essay about the effects wild animals and humans have on each other when they live in the same area. Use information from the passages in your essay.

Manage your time carefully so that you can

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

Be sure to include

- an introduction;
- information from the passages as support; and
- a conclusion that is related to the information presented.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.



English Language Arts Text- based Writing Rubrics

Grades 4: Informative/Explanatory Grade 5: Opinion

Grades 4–5 Informative/Explanatory Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)			
	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Strongly maintained controlling idea with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Relevant evidence integrated smoothly and thoroughly with references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Maintained controlling idea, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	
<i>Continued on the following page</i>			

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Partially focused controlling idea, but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes ineffective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources and erratic or irrelevant references Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Inappropriate or ineffective domain-specific vocabulary Sentences possibly limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage, but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Frequent extraneous ideas impeding understanding Few or no transitional strategies Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Minimal, absent, erroneous, or irrelevant evidence from the source material Expression of ideas that is vague, lacks clarity, or is confusing Limited or inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

<p style="text-align: center;">Grade 5 Opinion Text-based Writing Rubric (Score points within each domain include most of the characteristics below.)</p>			
Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Strongly maintained opinion with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion 	<p>The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Relevant evidence integrated smoothly and thoroughly with references to sources Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A maintained opinion, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion 	<p>The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	
<p style="text-align: center;"><i>Continued on the following page</i></p>			



FSA

READING

iPrep
Academy
March 4,
2019

Grades 4-5



FSA ELA Reading Practice Test Questions

Read the passages “How the Moon Was Kind to Her Mother” and “Sly as a Fox” and then answer Numbers 1 through 7.

This passage set includes two traditional stories. The first passage is a traditional Native American tale. The second passage is a modern version of the trickster Fox tales from European folklore.

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 Wind, who were very greedy and left not so much as a crumb on their plates. But the Moon was kind and remembered her mother. She hid a part of her supper in her long white fingers to take home and share with her mother, the Star.
- 4 Then the three sisters said good-bye to the Thunder and Lightning and went home.
- 5 When they reached there, they found their mother, the Star, waiting and shining for them as she had said she would. “What did you bring



Passage 2: Sly as a Fox

- 10 Fox was hungry! He decided that eggs would make a good meal, so he trotted off to the pine forest. When Fox reached the forest, he searched for a nest. He knew if he could find a bird's nest, he would probably find eggs. There, deep in the forest, Fox found an evergreen tree so tall it seemed to touch the clouds. At the very top was a nest that belonged to Eagle. *I know just what to do*, thought Fox, picking some long blades of grass. *I'll trick Eagle and make her give me her eggs.*
- 11 Fox knocked on the tree and called loudly, "Eagle, throw me an egg!"
- 12 Eagle stared down at Fox from the top of the tree and replied, "No!"

FSA ELA Reading Practice Test Questions

- 13 "I'm warning you, you'd better throw me an egg," repeated Fox. "If you don't, I'm going to use these sharp blades of grass to cut down your tree!" Because Fox's words frightened Eagle, she threw him an egg. Fox caught the egg in his paw, saying, "Now I want another one!" When Eagle refused, Fox said, "I'll cut down your tree and take all your eggs!" Eagle still felt scared, and so she threw another egg. Now Fox laughed at Eagle, saying, "I tricked you! Do you think it's possible to cut down a tree with some blades of *grass*?" And he ran away with the two eggs. Instead



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

Part A

Why does Fox sing for the sea animals in Passage 2?

- Ⓐ He wants their help.
- Ⓑ He is grateful to them.
- Ⓒ He likes their attention.
- Ⓓ He wants to impress them.

Part B

Which sentence supports your answer in Part A?

- Ⓐ "As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water!" (paragraph 14)
- Ⓑ "Then the sea creatures spoke and asked Fox what he was singing." (paragraph 14)
- Ⓒ "He could get the sea animals to aid in his escape." (paragraph 14)
- Ⓓ "'Thank you for listening to my song!' Fox said politely." (paragraph 15)



FSA ELA Reading Practice Test Questions

5. Fill in the circles to create a summary of Passage 2 by putting the events in the correct order.

	First	Next	Then	Finally
Eagle takes Fox to an island.	(A)	(B)	(C)	(D)
Fox tricks Eagle into giving him her eggs.	(E)	(F)	(G)	(H)
Fox makes up a song to trick the animals.	(I)	(J)	(K)	(L)
The animals build a bridge for Fox to walk over.	(M)	(N)	(O)	(P)

Read the passages "Thomas Jefferson's Vegetable Garden: A Thing of Beauty And Science" and "Thomas Jefferson, Food Pioneer" and then answer Numbers 8 through 16.

Passage 1: Thomas Jefferson's Vegetable Garden: A Thing Of Beauty And Science

by Graham Smith

This passage describes the gardens at Thomas Jefferson's home, Monticello, and discusses the former president's passion for gardening.

- 1 After Jefferson retired from public life to his beloved Virginia hilltop plantation, the garden "served as a sort of this experimental testing lab where he'd try new vegetables he sought out from around the globe," says Peter Hatch, the estate's head gardener. Hatch recently wrote a book about Jefferson's garden and its history called *A Rich Spot of Earth*.
- 2 Somehow, the author of the Declaration of Independence and the nation's third president found spare time to meticulously document his many trials and errors, growing over 300 varieties of more than 90 different plants. These included exotics like sesame, chickpeas, sea kale and salsify. They're more commonly available now, but were rare for the region at the time. So were tomatoes and eggplant.
- 3 In the nearby South Orchard, he grew 130 varieties of fruit trees like peach, apple, fig and cherry. All the time, he carefully documented planting procedures, spacings of rows, when blossoms appeared, and when the food should come to the table. Behind Jefferson's "zeal to categorize the world around him" was a patriotic mission, Hatch says.
- 4 Jefferson wrote, "The greatest service which can be rendered any country is to add a useful plant to its culture." . . .
- 5 Lots of things failed in the garden. His entries from 1809 show the carrots, beets, sorrel and okra, the cauliflower, tarragon and Chinese melons missing the mark. Jefferson cites Windsor Beans as "killed by bug" and notes on Aug. 21: "From the 7th of Apr. to this day, excessive drought and cold. Now a good rain."
- 6 Hatch gives some hope to home gardeners who might want to experiment themselves. "The use of the word 'failed' is repeated throughout [Jefferson's] garden book, and one wonders if any gardener

FSA ELA Reading Practice Test Questions

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)

FSA ELA Reading Practice Test Questions

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.

- Ⓐ has protected
- Ⓑ protects
- Ⓒ will protect
- Ⓓ correct as is

18. Yes; it can.

- Ⓐ Yes,
- Ⓑ Yes:
- Ⓒ Yes
- Ⓓ correct as is

19. It is a very valuable tool because it lets you turn your back to the Sun and protect your eyes.

- Ⓐ let
- Ⓑ is letting
- Ⓒ has let
- Ⓓ correct as is



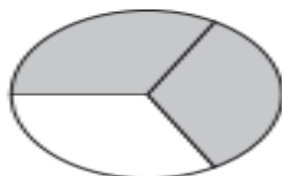
FSA MATH

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Grades 4-5

4. Kari represented a fraction by shading parts of the model shown.

Kari's Fraction Model



Select all the models that have been shaded to represent fractions equivalent to Kari's fraction.

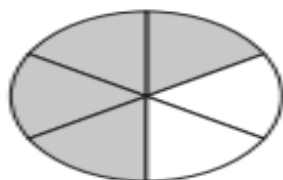
(A)



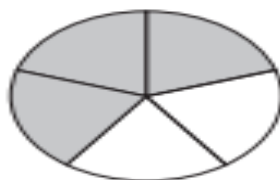
(D)



(B)



(E)



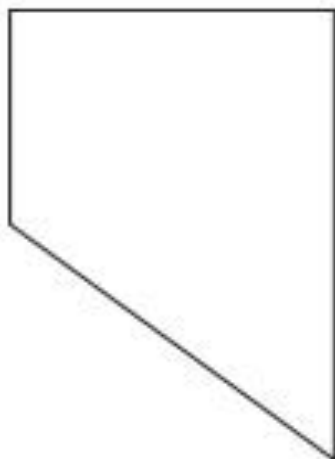
(C)



Session 1

FSA Mathematics Practice Test Questions

5. In social studies class, Armando learned about the state of Nevada. He drew the picture shown to represent the shape of Nevada.



Which list below correctly describes the kinds of angles that appear to be inside the shape above?

- Ⓐ 0 acute, 1 obtuse, 3 right
- Ⓑ 1 acute, 1 obtuse, 2 right
- Ⓒ 3 acute, 0 obtuse, 1 right
- Ⓓ 4 acute, 0 obtuse, 0 right

Session 1

FSA Mathematics Practice Test Questions

- 10.** Daniella fills a container with soil by using a bowl. The bowl holds $\frac{3}{4}$ cup of soil. Daniella uses 13 full bowls of soil to fill the container.

How many cups of soil does the container hold?

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

- 11.** Which statements correctly compare two numbers?

- (A) $2,059 > 2,095$
- (B) $2,095 < 2,059$
- (C) $2,059 < 2,095$
- (D) $2,095 > 2,059$
- (E) $2,059 = 2,095$

17. The table shows the distances that Brianna ran on four days.

Day	Distance
Monday	2.04 miles
Tuesday	2.37 miles
Wednesday	2.40 miles
Thursday	2.08 miles

Which comparison about the distances is true?

- Ⓐ Monday's distance is equal to Wednesday's distance.
- Ⓑ Tuesday's distance is less than Monday's distance.
- Ⓒ Thursday's distance is less than Tuesday's distance.
- Ⓓ Thursday's distance is greater than Wednesday's distance.

21. An addition statement is shown.

$$\begin{array}{r} 26,\square 54 \\ + 18,899 \\ \hline 58,004 \end{array}$$

What is the missing digit that makes the addition statement true?

- (A) 0
- (B) 1
- (C) 7
- (D) 8

28. Select $>$, $<$, or $=$ to complete a true comparison for each pair of fractions.

	$>$	$<$	$=$
$\frac{4}{3} \square \frac{6}{5}$	(A)	(B)	(C)
$\frac{6}{2} \square \frac{9}{3}$	(D)	(E)	(F)
$\frac{3}{2} \square \frac{7}{4}$	(G)	(H)	(I)

9. Fill in circles to match the value of each expression to the correct description.

	Less than 3,827	Equal to 3,827	Greater than 3,827
$3,827 \times \frac{5}{100}$	(A)	(B)	(C)
$3,827 \times \frac{100}{3}$	(D)	(E)	(F)
$3,827 \times \frac{100}{100}$	(G)	(H)	(I)
$3,827 \times \frac{3}{5}$	(J)	(K)	(L)

10. What is the value of the expression $6 \times (4 + 3)$?

	/	/	/	/	/	/	
•	•	•	•	•	•	•	•
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

17. Which expression could be used to find the quotient of $1,575 \div 21$?

- Ⓐ $(1,000 \div 21) + (500 \div 21) + (70 \div 21) + (5 \div 21)$
 Ⓑ $(1,500 \div 20) + (75 \div 1)$
 Ⓒ $(1,575 \div 21) + (575 \div 21) + (75 \div 21) + (5 \div 21)$
 Ⓓ $(1,575 \div 20) + (1,575 \div 1)$

18. A right rectangular prism has a volume of 144 cubic centimeters and a height of 4 centimeters.

What are a possible length and width, in centimeters, of the prism?

$$V = l \times w \times h$$

Length =

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

Width =

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



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 your 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



Questions

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THANK YOU