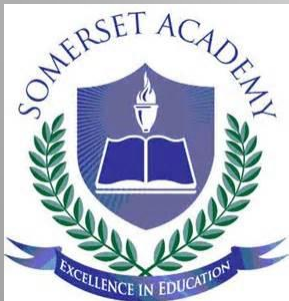


Title I

# Parent University

FSA 101: Information and Tips  
&  
Policy 6000.1



Asistencia en español será ofrecida si es necesario.

# OVERVIEW

- What does FSA mean and when will FSA take place?
- When is the EOC and when will EOCs take place?
- What is Primary Testing and when it will take place?
- What is Portfolio Testing and will it take place?
- What is on the tests?
- Sample Items and Test Taking Tips
- Resources
- Course Recovery
- Student Progression Policy 6000.1

# WHAT IS THE FSA?

The Florida Standards Assessment (FSA) measures student achievement of the Florida Standards in reading, mathematics, and science.

# WHO TAKES THE FSA/FCAT AND WHEN IS IT ADMINISTERED?

All Florida public school students in grades 3 - 8 are required to take the FSA.

- Grade 3: reading and math
- Grade 4: reading, math, and writing
- Grade 5: reading, math, writing, and science
- Grade 6: reading, math, and writing
- Grade 7: reading, math, writing, and civics
- Grade 8: reading, math, writing, and science

FSA/FCAT will be taken during the weeks of March 3-May 8.

# WHEN IS THE FSA/FCAT FOR ELEMENTARY?

FSA Writing - Grades 4<sup>th</sup> - 8<sup>th</sup>

March 3- March 13, 2015

FSA Reading & Mathematics-Grades 3 & 4

March 31st - April 10, 2015

FSA Reading & Math CBT-Grades 5<sup>th</sup>

April 13 - May 8, 2015

FCAT Science (5<sup>th</sup> grade only)

April 13 - April 17, 2015

# WHEN IS THE FSA/FCAT FOR MIDDLE SCHOOL?

FSA Writing - Grades 6<sup>th</sup> - 8<sup>th</sup>

March 3- March 13, 2015

FSA Reading & Math 6<sup>th</sup> -8<sup>th</sup> - CBT

April 13 - May 8, 2015

Science (8<sup>th</sup> grade only)

April 13 - April 17, 2015

# WHAT AND WHEN ARE THE EOC TESTS?

**EOC = End of Course Exam**

EOC Civics - 7<sup>th</sup> - CBT

April 20- May 15, 2015

EOC Algebra - 8<sup>th</sup> - CBT

April 20- May 8, 2015

# SESSIONS

**Table 3: ELA Reading and Listening Assessment (March 23–May 8, 2015)**

Grade Level	Number of Days of Testing	Total Number of Sessions	Minutes per Session
3	2	2	80
4	2	2	80
5	2	2	80
6	2	2	85
7	2	2	85
8	2	2	85
9	2	2	90
10	2	2	90
11	2	2	90

**Table 4: Mathematics Session and Timing Information (March 23–May 8, 2015)**

Grade Level	Number of Days of Testing	Total Number of Sessions	Minutes per Session
3	2	2	80
4	2	2	80
5	2	2	80
6	2	3*	60
7	2	3*	60
8	2	3*	60

\*It is recommended that schools administer Session 1 (no calculator) on day one and Sessions 2 and 3 (calculators) on day two; however, if desired, schools may administer Sessions 1 and 2 on day one and Session 3 on day two.

# WHAT DOES THE ACHIEVEMENT LEVEL TELL ME ABOUT MY CHILD?

Level	Success with Challenging Content of Next Generation State Standards	Proficient?
5	Mastery of the most challenging content	Yes
4	Above satisfactory level of success	Yes
3	Satisfactory level of success	Yes
2	Below satisfactory level of success	No
1	Inadequate level of success	No

# READING



# QUESTION TYPES

- ◉ Editing Task Choice
- ◉ Editing Task
- ◉ Hot Text
- ◉ Open Response
- ◉ Multiselect
- ◉ Evidence-Based Selected Response
- ◉ Graphic Response Item Display
- ◉ Multimedia

# MULTIPLE-CHOICE ITEMS

1) For **multiple-choice items**, choose the best answer from the answer choices, and fill in one bubble for the correct answer.

Example:

What is the relationship between paragraphs 2 and 3 in the passage?

- Ⓐ comparison
- Ⓑ introduction
- Ⓒ cause and effect
- Ⓓ question and answer

# MULTI-SELECT ITEMS

2) For **multiselect items**, choose more than one correct answer from the answer choices, and fill in the bubbles for more than one correct answer. Be sure to read the item carefully to know how many correct answers to choose.

Example:

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)

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

# GRAPHIC RESPONSE ITEMS

3) For **graphic response items**, enter your response by drawing lines between matching words or phrases. Drawing lines is the correct way to enter your answer **ONLY** for the items that ask you to do this.

Example:

Draw lines to match the words with the correct definitions based on information in the passage.

Sun

A satellite that revolves around the Earth.

Moon

The star at the center of the Solar System.

# EDITING TASKS ITEMS

4) For **editing tasks**, choose the correct word or phrase to fill in each blank in a passage. For each blank, fill in the bubble before the correct word or phrase. If you write your answer in the blank but do not fill in the bubble, your answer will not be scored.

Example:

Choose the correct word or phrase to fill in each blank in the passage. For each blank, fill in the circle **before** the word or phrase that is correct.

Koalas are animals that live in Australia. They \_\_\_\_\_ [ ☐ A look ☐ B will look ☐ C looks ☐ D looked ] a little bit like small bears, \_\_\_\_\_ [ ☐ A or ☐ B nor ☐ C because ☐ D but ] they are not bears. They are brown or gray, with round, fluffy ears, and they have no tails. You have probably seen pictures of koalas. They are very popular because they are so cute.

Koalas are herbivores, which means they eat plants. They live in trees and love to climb. Koalas are \_\_\_\_\_ [ ☐ A knowen ☐ B known ☐ C none ☐ D knowne ] to sleep up to 20 \_\_\_\_\_ [ ☐ A owers ☐ B howers ☐ C hours ☐ D ours ] a day.

# TWO-PART ITEMS

5) For **two-part items**, enter your responses to two related questions. The two parts of the item may be either **multiple-choice** (one correct answer) or **multiselect** (more than one correct answer), so be sure to read the item carefully to know how many correct answers to choose.

Example:

## **Part A**

Fill in the circle **before** the sentence that shows how the author supports the idea that students who live far from each other can learn together.

- Ⓐ She tells about why students should learn online.
- Ⓑ She shares details about the way students learn online.
- Ⓒ She gives examples of how online learning helps students.
- Ⓓ She explains that the online classroom is only for a short time.

## **Part B**

Fill in the circle **before** the two sentences that support the answer in part A.

- Ⓐ It is also possible for students to live in different places and be a part of an online class together.
- Ⓑ Each person goes to a website for the class he or she is taking.
- Ⓒ Thousands of people can watch and listen to this class at the same time.
- Ⓓ When they want to speak, they can use a microphone to ask and answer questions.
- Ⓔ When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out.
- Ⓕ The connection over the Internet is broken, and the online classroom disappears.

# READING FSA DESIGN SUMMARY

Reporting Category	Genre	Standard	Percentage of Assessment
Key Ideas and Details	Literature	LAFS.3.RL.1.1	15-25%
		LAFS.3.RL.1.2	
		LAFS.3.RL.1.3	
	Informational	LAFS.3.RI.1.1	
		LAFS.3.RI.1.2	
		LAFS.3.RI.1.3	
Craft and Structure	Literature	LAFS.3.RL.2.4	25-35%
		Also assesses LAFS.3.RF.3.3 and LAFS.3.RF.4.4	
		LAFS.3.L.2.3.a	
		LAFS.3.L.3.4	
		LAFS.3.L.3.5	
		LAFS.3.RL.2.5	
		LAFS.3.RL.2.6	
	Informational	LAFS.3.RI.2.4	
		Also assesses LAFS.3.RF.3.3 and LAFS.3.RF.4.4	
		LAFS.3.L.2.3.a	
		LAFS.3.L.3.4	
		LAFS.3.L.3.5	
		LAFS.3.RI.2.5	
		LAFS.3.RI.2.6	
Integration of Knowledge and Ideas	Literature	LAFS.3.RL.3.7	20-30%
		LAFS.3.SL.1.2*	
		LAFS.3.SL.1.3*	
		LAFS.3.RL.3.9	
	Informational	LAFS.3.RI.3.7	
		LAFS.3.SL.1.2*	
		LAFS.3.SL.1.3*	
		LAFS.3.RI.3.8	
Language and Editing	Literature or Informational	LAFS.3.L.1.1	15-25%
		LAFS.3.L.1.2	

# TYPES OF TEXT

Types of Literary Text	Types of Informational Text
<p data-bbox="227 272 359 297"><b>Fiction</b></p> <ul data-bbox="272 311 658 715" style="list-style-type: none"><li>• Short stories</li><li>• Poetry</li><li>• Historical fiction</li><li>• Fables</li><li>• Folk tales, tall tales</li><li>• Legends</li><li>• Myths</li><li>• Fantasy</li><li>• Drama</li><li>• Excerpts from longer works</li></ul> <p data-bbox="227 729 421 753"><b>Nonfiction</b></p> <ul data-bbox="272 768 707 1065" style="list-style-type: none"><li>• Biographical and autobiographical sketches</li><li>• Diaries, memoirs, journals, letters</li><li>• Essays (e.g., personal and classical narratives)</li><li>• Critiques</li></ul>	<p data-bbox="768 272 1271 297"><b>Primary Sources/Nonfiction</b></p> <ul data-bbox="813 311 1412 529" style="list-style-type: none"><li>• Historical documents (e.g., Bill of Rights)</li><li>• Essays (e.g., informational, persuasive, analytical, historical, scientific)</li><li>• Letters, journals, diaries</li></ul> <p data-bbox="768 544 1309 568"><b>Secondary Sources/Nonfiction</b></p> <ul data-bbox="813 582 1199 722" style="list-style-type: none"><li>• Magazine articles</li><li>• Newspaper articles</li><li>• Editorials</li><li>• Encyclopedia articles</li></ul> <p data-bbox="768 736 1147 761"><b>Functional Materials</b></p> <ul data-bbox="813 775 1412 1143" style="list-style-type: none"><li>• Consumer documents (e.g., warranties, manuals, contracts, applications)</li><li>• Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes)</li><li>• How-to articles</li><li>• Brochures, fliers</li><li>• Schedules</li><li>• Website pages</li></ul>

# TIPS/STRATEGIES TO HELP MY CHILD SUCCEED ON THE **READING** FSA

1. “Prove” your answer with supporting facts and details.
2. Summarize the story, pausing every now and then to review what was read rather than waiting until the end of the story.
3. Look for main idea in the first sentence or last sentence of the paragraph.
4. Use the maps, graphs, charts, and illustrations in the selection to help you.
5. Use context clues to help you figure out word meanings.
6. Look for answers to questions based on the sequence, or order of events/information, of the passage.
7. Read as much as possible and keep a dictionary nearby.
8. Look for KEY WORDS.
9. Question Answer Relationship (QAR)

# SAMPLE TASK CARDS:

## NGSSS Elementary Reading Task Cards 3-5

### VOCABULARY

(LA.3-5.1.6.3, 1.6.7, 1.6.8, 1.6.9)

#### Context

- Read this sentence from the passage.

**Copy sentence or phrase from passage here.**

What does the word \_\_\_\_\_ mean?

- When (phrase containing assessed word), it meant \_\_\_\_\_.

#### Synonyms/Antonyms

- What word means the SAME as \_\_\_\_\_.
- Choose the word that means the OPPOSITE of \_\_\_\_\_.

#### Affixes/Base Words or Root Words

- Which word has the same base word as \_\_\_\_\_?
- If (base word) means \_\_\_\_\_, what does base word + affix mean?
- Which word has the SAME root as \_\_\_\_\_? (grade 5 only)
- The origin of the word ++ is the Latin root \_\_ meaning to \_\_\_\_\_. What does ++ mean? (grade 5 only)

#### Multiple Meaning

- Which sentence below uses the word \_\_\_\_\_ the same way as the story/article?
- Which sentence uses the word \_\_\_\_\_ the same as it is used in the sentence above?

#### Analyze Words in Text

- What feeling does the word \_\_\_\_\_ create?
- What does the author mean when he says \_\_\_\_\_?
- Why does the author use the word \_\_\_\_\_ in the sentence above?
- What is the character doing when \_\_\_\_\_?

### AUTHOR'S PURPOSE & PERSPECTIVE

(LA.3-5.1.7.2)

#### Author's Purpose

- Why does the author most likely write the story/passage?
- Why did the author write the article?
- What is the author's purpose in writing this article?
- Why did the authors of \_\_\_\_\_ and \_\_\_\_\_ write these stories/articles?

#### Author's Perspective

- What does the author mean when he/she writes \_\_\_\_\_?
- The author of \_\_\_\_\_ would most likely want to read which of the following articles/stories?
- Which books would the author of \_\_\_\_\_ most likely read in order to write this article/story?
- With which statement would the author most likely agree?
- Explain what the author thinks is most important about \_\_\_\_\_.

# WHAT YOUR CHILD'S READING PASSAGE SHOULD LOOK LIKE

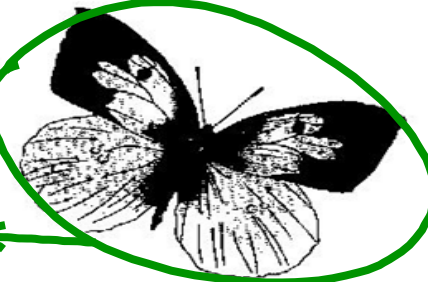


## The Dogface Butterfly

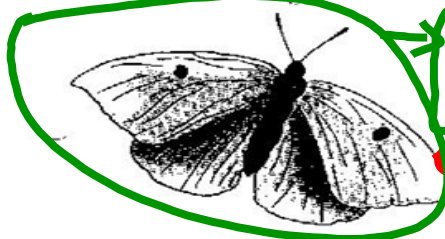
### What This Butterfly Looks Like

Tip:  
How  
it  
looks

1 Have you ever seen a dogface butterfly? The male and female look different. The male's front wings are black and yellow. The yellow part looks like a dog's head. A black spot looks like the dog's eye. Some people think the dog looks like a poodle. In fact, this butterfly is sometimes called the poodle butterfly. Look at the picture. Does this butterfly look like a barking poodle to you?



2 The other wings of the male dogface butterfly are mostly yellow. When the male dogface closes his wings, you cannot see a dog's face. You can see black circles on his wings.



3 This picture shows a female dogface butterfly. The female looks different than the male. She does not have a dog shape. She is mostly yellow. On each front wing, she has a solid black spot.

### When to See These Butterflies

These butterflies fly fast. They are hard to catch. If you want to see one, you should look on plants with purple flowers. Dogface butterflies like purple

flowers. They drink nectar from flowers.

4 Dogface butterflies also like dry, sunny places. Look for them in fields and hillsides and along roads. You may spot a dogface butterfly near the ocean.

20



Go On 

Now answer Numbers 16 through 22. Base your answers on the article "The Dogface Butterfly."

16 Under what heading would you MOST LIKELY find information on whether dogface butterflies live in your area?

- ☐ Ⓐ What This Butterfly Looks Like ✗
- ☒ Ⓑ Where to See These Butterflies
- ☐ Ⓒ How to Attract Dogface Butterflies ✗
- ☐ Ⓓ Dogface Caterpillars ✗

17 Which question does the first paragraph BEST answer?


- ☐ Ⓐ What does a dogface caterpillar look like? ✗
- ☒ Ⓑ How did the dogface butterfly get its name?
- ☐ Ⓒ How did the dogface butterfly get on a stamp? ✗
- ☐ Ⓓ What kinds of flowers does the dogface butterfly like? ✗

18 Read this sentence from the article.

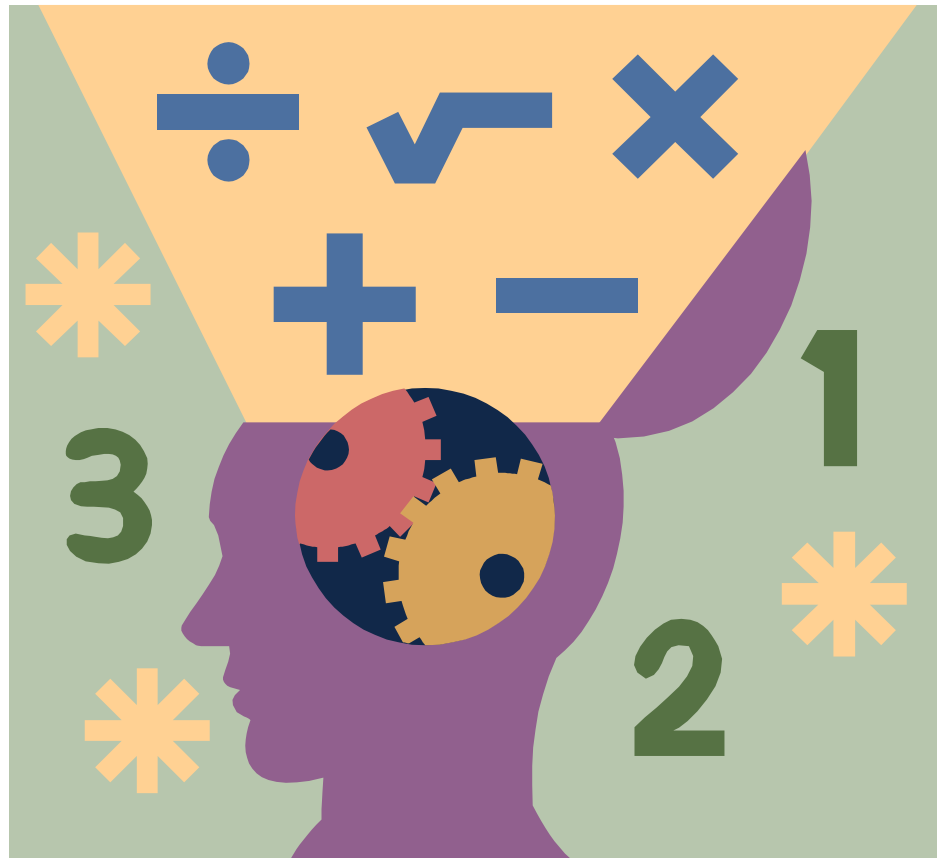
They drink nectar from flowers.

What does the word nectar mean in this sentence?

- ☐ Ⓐ purple fruit juice ✗
- ☐ Ⓑ small drops of water ✗
- ☒ Ⓒ a sweet liquid in flowers
- ☐ Ⓓ a sweet food made by bees ✗

Go On 

# MATH



# QUESTION TYPES

- ◉ Editing Task Choice
- ◉ Editing Task
- ◉ Hot Text
- ◉ Open Response
- ◉ Multiselect
- ◉ Graphic Response Item Display
- ◉ Equation Editor
- ◉ Matching Item
- ◉ Table Item

# MATH FSA DESIGN SUMMARY

- Varies depending on grade level
- <http://www.fsassessments.org/wp-content/uploads/2014/06/Mathematics-Test-Design-Summary---Updated-11-12-14.pdf>

# FSA TOOLS

- ◉ Grades 7 & 8 will use a scientific calculator
- ◉ Grade 8 Science-will receive a reference sheet and a 4-function calculator
- ◉ 5<sup>th</sup>-8<sup>th</sup>-all require headphones for the ELA section

# MULTISELECT ITEM

2) For **multiselect items**, choose more than one correct answer from the answer choices, and fill in the bubbles for more than one correct answer. Be sure to read the item carefully to know how many correct answers to choose.

Example:

Select all the expressions that have the same value as  $30 \div 10$ .

- Ⓐ  $1 \times 3$
- Ⓑ  $10 \div 30$
- Ⓒ  $30 \times 10$
- Ⓓ  $30 \div 10 \div 1$
- Ⓔ  $30 \div (2 \div 5)$
- Ⓕ  $(30 \div 2) \div 5$

# EQUATION ITEM

3) For **equation items**, write your response in the box provided. Writing your response is the correct way to enter your answer ONLY for the items that tell you to do this.

Example A:

A bakery uses 48 pounds of flour each day. It orders flour every 28 days.

Create an equation that shows how many pounds of flour the bakery needs to order every 28 days.

# 3<sup>RD</sup> GRADE SAMPLE

Mrs. Tellez is buying fish for her fish tank. The price of each fish changes according to the type and size of the fish, as shown in the chart below.

**FISH PRICES**

Type of Fish	Price Range (including tax)
Angelfish	\$0.69 to \$0.89
Goldfish	\$1.09 to \$1.29
Guppies	\$0.99 to \$1.09
Mollies	\$1.79 to \$1.99

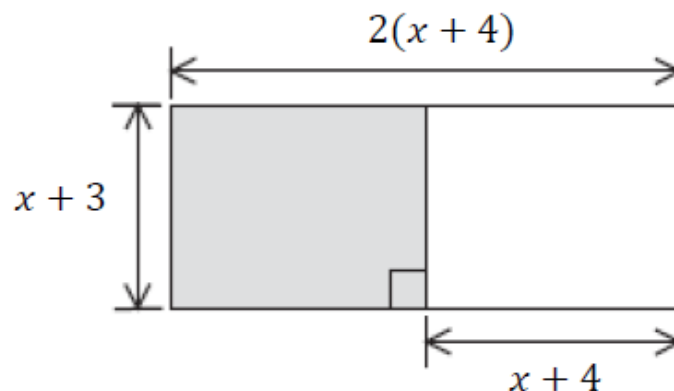
Mrs. Tellez wants to buy 1 angelfish, 2 goldfish, 2 guppies, and 3 mollies. Which of the following could be the total cost of the 8 fish?

- A. \$ 8.00
- B. \$ 9.00
- C. \$10.00
- ★ D. \$11.00

# SAMPLE MIDDLE SCHOOL FSA MATH AND EOC QUESTIONS

## Sample Multiple-Choice Question

Which expression is equivalent to the perimeter of the shaded portion of the rectangle?



- A.  $2x + 10$
- B.  $2x + 12$
- ★ C.  $4x + 14$
- D.  $8x + 28$

### Sample Fill-In Response Question

Set  $D$  lists the ages of Dianna's grandchildren.

$$D = \{2, 5, 6, 8, 10, 11\}$$

Set  $K$  lists the ages of Karen's grandchildren.

$$K = \{2, 10, 18\}$$

Set  $P$  lists the ages of Patrick's grandchildren.

$$P = \{10, 11, 14\}$$

What is the greatest age in the set  $(K \cup P) \cap D$ ?

<b>1</b>	<b>1</b>					
----------	----------	--	--	--	--	--

Sample Response: 11

# TIPS/STRATEGIES TO HELP MY CHILD SUCCEED ON THE **MATH** FSA

1. Always read math problems completely before beginning calculations.
2. Draw a picture that will help you solve the problem.
3. Do not stay “stuck” on any particular problem; choose the answer you think is best. Then go on with the rest of the test.
4. Always double check your work if there is time.
5. Ask yourself if your answer makes sense.
6. Don't be afraid to use your fingers if it will help.
7. Continue to work on I-Ready Math.

<http://www.i-ready.com/>

# SCIENCE FCAT 2.0 DESIGN SUMMARY

**Table 5: FCAT 2.0 Science**

<b>Grade</b>	<b>Nature of Science</b>	<b>Earth and Space Science</b>	<b>Physical Science</b>	<b>Life Science</b>
<b>5</b>	17%	29%	29%	25%
<b>8</b>	19%	27%	27%	27%

# SUCCESS IN A SCIENCE CLASSROOM

All activities in a student's science education should be based on science as inquiry. We believe that at all grade levels should have the opportunity to use science inquiry to develop the ability to think, question, plan ,conduct investigations, use appropriate tools and techniques.

# HELPING YOUR CHILD LEARN SCIENCE

You can help your children turn curiosity into an understanding of science by encouraging your child to ask questions, make predictions, and explore in a safe environment. This support helps them become successful students and scientific thinkers.

Use Pinnacle as a tool. View your child's grades weekly. If they perform poorly on a Unit Test, use the online Science Resources to review the lessons in the Unit.

# MAKING SCIENCE INQUIRY FUN AT HOME!

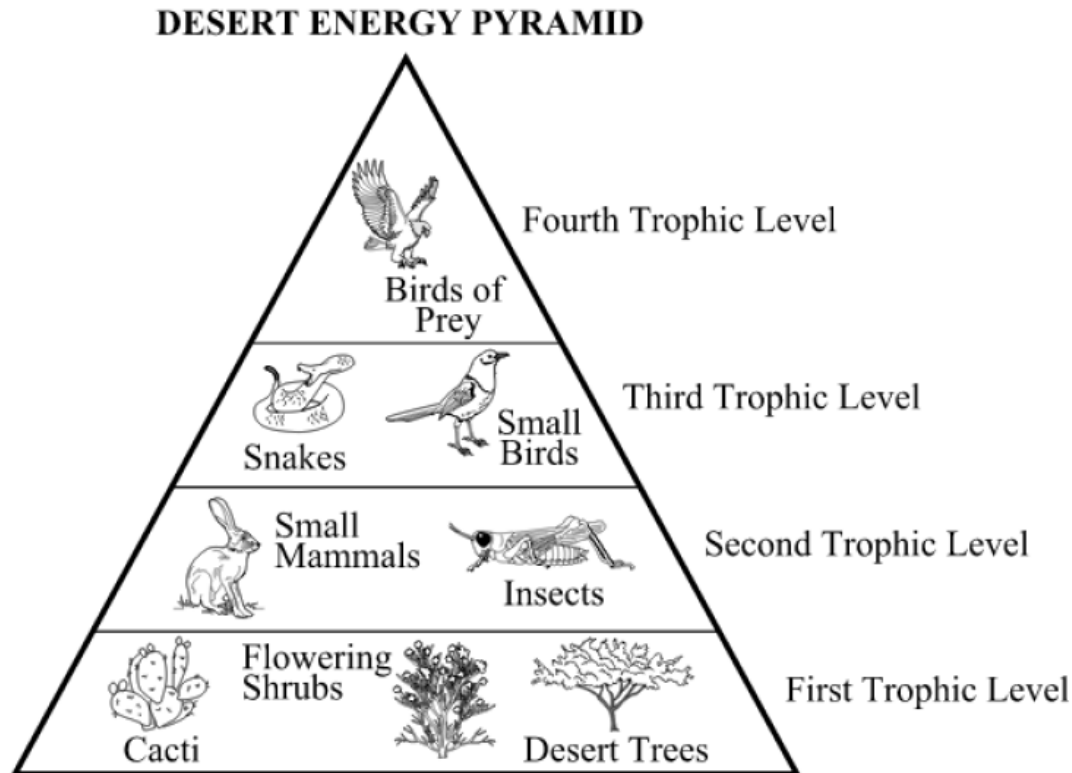
Children learn by doing. They try new ideas and challenge old ones. But learning does not just happen in school. You can help your child learn by providing him or her with safe, interesting learning experiences in a supportive atmosphere.

Many of the lessons in our Science Fusion textbook are hands on investigations. Choose one and get ready to predict, conduct investigations, and draw conclusions with your child.

# SAMPLE SCIENCE FCAT 2.0 AND EOC QUESTIONS

## Sample Multiple-Choice Question

A team of ecologists observed feeding patterns of several populations in the desert. The energy pyramid shown below depicts the feeding patterns the ecologists observed.



## Sample Multiple-Choice Question

One of the accepted scientific theories describing the origin of life on Earth is known as chemical evolution. According to this theory, which of the following events would need to occur first for life to evolve?

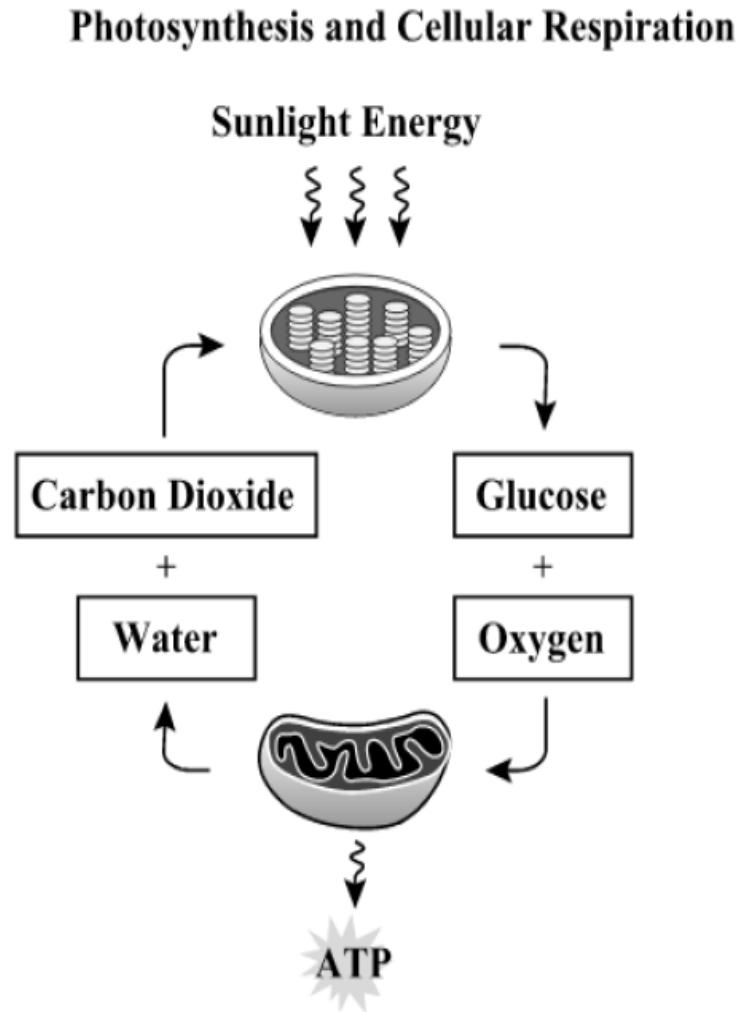
- A. onset of photosynthesis
- B. origin of genetic material
- ★ C. synthesis of organic molecules
- D. formation of the plasma membrane

Reporting Category: Classification, Heredity, and Evolution

Benchmark SC.912.L.15.8: Describe the scientific explanations of the origin of life on Earth.

### Sample Multiple-Choice Question

The diagram below shows the relationship between photosynthesis and cellular respiration and the organelles in which they occur.



# TIPS/STRATEGIES TO HELP MY CHILD SUCCEED ON THE **SCIENCE** FCAT

1. Review and study digital lessons covered in our Science Fusion curriculum through Think Central. Students have access to the same resources we use in class. Students can review notes from virtual labs and even conduct the same virtual labs at home with you.
2. Have students review their science journal including notes, vocabulary definitions, and lab reports for each unit covered.
3. Practice Test taking skills on [www.fcatexplorer.com](http://www.fcatexplorer.com) and review lessons from our Measuring Up resource book for 5<sup>th</sup> graders and 8<sup>th</sup> graders.
4. During conversations, instead of giving your child an answer, ask what his/her prediction is. For example: What do you think is going to happen?

# HOW CAN I HELP MY CHILD?



Don't panic. We've been working hard all year, for the FSA and BEYOND.



There is no "cramming" for the FSA.

Having said that, here are some useful suggestions.

# HOW CAN **STUDENTS** PREPARE FOR THE FSA/FCAT IN SCHOOL?

1. Actively participate in all subjects.
2. Ask questions for clarification.
3. Complete all class and homework assignments.
4. Be aware of time and use it wisely.
5. Be motivated to learn.
6. Do their best every day!

# HOW DO **WE** HELP STUDENTS PREPARE FOR THE FSA?

- Instruction based on Florida Standards
- Small group push-in or pull-out tutoring
- Target Tutoring
- FSA Prep Books
- **I-Ready (Grades 3-8)**
- FCAT Explorer for Science
- Test Taking Strategies

# AVOIDING TEST ANXIETY

It's good to be concerned about doing well on a test; however, test anxiety refers to excessive worry about doing well on a test.

Excessive worry can actually interfere with a student's ability to demonstrate what they know.

Students know the FSA is an important test and they are concerned with doing well.

# To help your child avoid test anxiety follow the tips below:

1. Begin studying early and review study material more than once.
  - Cramming increases anxiety and interferes with clear thinking.
2. Resting, exercising, and eating well are important before the test.
  - Try a hot breakfast and peppermint.
  - Send snacks like cheese, apples, and peanut-butter crackers.
3. Review important test skills such as:
  - bubbling in and erasing carefully
  - looking for key words in questions
  - reading all the choices before selecting one
  - not spending too much time on any one question
  - answering all the questions (no penalty for trying)

# DO'S:

1. Encourage and Praise!
2. Regular attendance is a must!
3. Create a quiet, comfortable place to study at home.
4. Provide books, children's magazines, and other materials for your child to read at home.
5. Balance recreation and study time.
6. Take advantage of tutoring.
7. Go on websites that help them prepare for the FSA:
  - [www.i-ready.com](http://www.i-ready.com)
8. Practice reading when they have free time.
9. Learn multiplication tables 0 to 12.
10. Learn FSA reading, science and math vocabulary.

# DON'TS

1. Don't be too anxious about a child's test scores.
  - It is not the only option and there are many other things that can determine a child's abilities.
2. Don't be late or rushed on test days!
3. Don't skip breakfast!
4. Don't forget glasses.

# BROWARD COUNTY'S POLICY 6000.1

Pupil Progression Plan

# KINDERGARTEN

## KINDERGARTEN PROMOTION CRITERIA

Criterion #1:

Recognizes 48 of 52 Letter Names **AND**  
Distinguishes 20 of 26 Letter Sounds **AND**  
Understands 15 of 21 Concepts of Print.

Criterion #2:

Scores 50% or greater in Probability of Literacy Success (PLS) on the Florida Assessments for Instruction in Reading - Florida Standards (FAIR-FS) during Assessment Period #3.

## GOOD CAUSE CRITERIA

Criterion #3:

Alternative Assessment

Scores 90% or greater in accuracy **AND** 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 2.






Criterion #4:

Alternative Assessment

Scores 90% or greater in accuracy **AND** at or above the Adequate Level (DRA-Classic) / Developing Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 3.

# 1<sup>ST</sup> GRADE




FIRST GRADE: Criterion #1 will be the Rigby or DRA running record. The Primary End of Year Reading Test will be used as a Good Cause Alternative for Promotion (Criterion #3 or #4) and will be administered only to those students who have not met any other promotion criteria.

FIRST GRADE PROMOTION CRITERIA	
Criterion #1: 	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension.
Criterion #2:  	Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-15, pages 81-91).
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment 	Scores 90% or greater in accuracy <b>AND</b> 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 16.
Criterion #4: Alternative Assessment 	Scores 90% or greater in accuracy <b>AND</b> at or above the Adequate Level (DRA-Classic) / Instructional Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 16.



# 2<sup>ND</sup> GRADE

**SECOND GRADE: Criterion #1 will be the Rigby or DRA running record. The Primary End of Year Reading Test will be used as a Good Cause Alternative for Promotion (Criterion #3 or #4) and will be administered only to those students who have not met any other promotion criteria.**

## SECOND GRADE PROMOTION CRITERIA

Criterion #1:		Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension.
Criterion #2:	 	Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-20, pages 133-150).

## GOOD CAUSE CRITERIA

Criterion #3: Alternative Assessment		Scores 90% or greater in accuracy <b>AND</b> 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 22.
Criterion #4: Alternative Assessment		Scores 90% or greater in accuracy <b>AND</b> at or above the Adequate Level (DRA-Classic) / Instructional Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 28.

# 3<sup>RD</sup> GRADE PROMOTION

## SECTION 1008.25 FLORIDA STATUTE

A student may be promoted to grade 4 if the student demonstrates mastery in one of several ways:

- Students must score at a Level 2 or higher on the Grade 3 reading portion of FSA
- A student may demonstrate reading skills equal to or above FSA Level 2 performance through the Grade 3 Reading Student Portfolio

# 4<sup>TH</sup> GRADE

Fourth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of this promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

FOURTH GRADE PROMOTION CRITERIA	
Criterion #1:	<b>READING:</b> Scores Level 2 or greater on the statewide reading assessment.
	<b>MATH:</b> Scores Level 2 or greater on the statewide math assessment.
Criterion #2:	<b>READING:</b> Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35, pages 147-169).
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core End of Year Test.
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment	<b>READING:</b> Scores Instructional Reading Level 4 or greater on the Burns and Roe Informal Reading Inventory (IRI).
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core Benchmark Test A.
Criterion #4: Alternative Assessment	<b>READING:</b> Scores 90% or greater in accuracy <b>AND</b> 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 27.
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core Benchmark Test B.

# 5<sup>TH</sup> GRADE

Fifth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of this promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

FIFTH GRADE PROMOTION CRITERIA	
Criterion #1:	<b>READING:</b> Scores Level 2 or greater on the statewide reading assessment.
	<b>MATH:</b> Scores Level 2 or greater on the statewide math assessment.
Criterion #2:	<b>READING:</b> Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35, pages 151-178).
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core End of Year Test.
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment	<b>READING:</b> Scores Instructional Reading Level 5 or greater on the Burns and Roe Informal Reading Inventory (IRI).
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core Benchmark Test A.
Criterion #4: Alternative Assessment	<b>READING:</b> Scores 90% or greater in accuracy <b>AND</b> 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 30.
	<b>MATH:</b> Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core Benchmark Test B.

# ESE AND ELL

ESE = Exceptional Student Education

ELL = English Language Learners

ESE program students can be retained; however typically after one year of retention, a student in the ESE program is promoted for good cause if the disability adversely affects the child's learning progress. This is determined by the IEP Committee.

ELL program students cannot be retained solely on limited language proficiency. Students in the ELL program for less than two years must have retention determined by the ELL Committee.

# 6<sup>TH</sup> - 8<sup>TH</sup> PROMOTION

<u>Middle School Grade</u>	<u>Language Arts</u>	<u>Math</u>	<u>Social Studies</u>	<u>Science</u>	<u>Total Credits</u>
6th Grade	1 credit	1 credit	1 credit	1 credit	4 credits
7th Grade	1 credit	1 credit	1 credit	1 credit	4 credits
8th Grade	1 credit	1 credit	1 credit	1 credit	4 credits
Total Credits	3 credits	3 credits	3 credits	3 credits	12 credits

# 6<sup>TH</sup> - 8<sup>TH</sup> PROMOTION

- ◉ During school year 2014-15, all seventh grade students will take an End-of-Course (EOC) exam in Civics. The result of this test will count as 30% of the student's Civics grade.
- ◉ Beginning with school-year 2014-15, all students must pass the EOC in Civics for as a requirement for promotion to high school (F.S. 1008.22).

# COURSE RECOVERY

- Any student meeting the criteria to pass a core class in grades 6-8 will be enrolled in course recovery
- A student earns points (A = 4; B = 3; C = 2; D = 1; F = 0) for the letter grade achieved in each marking period (i.e., quarter) of a middle school course. A passing grade for a full year will be computed based upon the student earning four points in the course.

## EXAMPLE:

7<sup>th</sup> Grade Math II Class

1<sup>st</sup> Quarter - C = 2 points

2<sup>nd</sup> Quarter - D = 1 point

3<sup>rd</sup> Quarter - F = 0 point

4<sup>th</sup> Quarter - D = 1 point

# SOMERSET VIRTUAL SCHOOL

- ⦿ Any middle school student not passing one of the four core class in grade 6<sup>th</sup> - 8<sup>th</sup> will be enrolled in Somerset Virtual School
- ⦿ Students will need to score a 60% or higher to pass the class
- ⦿ The online class is accessible from any computer which has internet access

# TIMELINE

- March-May- FSA/FCAT
- May/June- Results
- May/June- Alternative Assessments administered and scores
- June- Retention/promotion determined
- Summertime- 3<sup>rd</sup> grade summer reading camp and 8<sup>th</sup> grade course recovery as alternative promotion options offered at a district school (TBD)
- Florida Virtual School (FLVS)- also an option

## RETENTION/PROMOTION:

All final promotion determinations are made by the principal based on Policy 6000.1 and hold true in all Broward County Public and Charter Schools.

# HELPFUL WEBSITES

1. [www.somersetwm.com](http://www.somersetwm.com)
2. [Fsassessments.org](http://Fsassessments.org)
3. <http://www.i-ready.com>
4. <http://www.brainchild.com/gen/usmap.asp> - online assessment
5. <http://www.broward.k12.fl.us/sbbcpolicies/index.asp>
6. <http://getsmarter.org/iln/index.html> - math and science practice
7. [www.FLStandardsHelp.com](http://www.FLStandardsHelp.com)
8. [www.fl DOE.org](http://www.fl DOE.org)

# BEFORE YOU GO...

- ⦿ Please don't forget to sign-in
- ⦿ Any Questions???



## **Contact Information**

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