BAKER COUNTY SCHOOL DISTRICT

Building Champions In and Out of the Classroom

Mentoring Manual

Accomplished Practice 1-Assessment

ASSESSMENTS TABLE OF CONTENTS

ASSESSMENT

ACCOMPLISHED PRACTICE #1

Uses assessment strategies (traditional and alternate) to assist the continuous development of the learners.

SAMPLE KEY INDICATORS

- Diagnoses students' readiness to learn and their individual learning needs and plans appropriate intervention strategies.
- Uses multiple perspectives to diagnose student behavior problems and devise solutions.
- Recognizes students, exhibiting potentially disruptive behavior and offers alternate strategies.
- Assesses individual and group performance to design instruction that meets students' current needs in the cognitive, social, linguistic, cultural, emotional, and physical domains.
- Employs performance-based assessment approaches to determine students' performance of specified outcomes.
- Assists students in maintaining portfolios of individual work and progress toward performance outcomes.
- Modified instruction based upon assessed student performance.
- Guides self-assessment by students and assists them in devising personal plans for reaching the next performance level.
- Maintains observational and anecdotal records to monitor students' development.
- Selects, administers, and interprets various informal and standardized instruments for assessing students' academic performance and social behavior.
- Reviews assessment data about individual students to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths, and to modify instruction-based assessment.
- Communicates individual student progress knowledgeably and responsibly based upon appropriate indicators to the student, families, and colleagues using terms that students and families understand.
- Develops short and long term personal and professional goals relating to assessment.

DATA ANALYSIS-COMPONENT 1

DEFINITION:

a. Data Analysis is the process of gathering, recording and understanding information regarding students.

TARGET AUDIENCE:

b. Pre K-12th Grade Teachers

HOW?

Data Analysis is a crucial part of teaching. Analysis of data will help teachers to plan curriculum, document student progress, evaluate instructional techniques and pace, and inform parents of progress.

Since the beginning of public schooling, teachers have used some type of testing to measure students' skills. Invariably, the product of testing is a score. In order for teachers to analyze test scores, they must know what the scores represent. The following information will not only provide the definition of various types of tests and scores, but the intent is for the teacher to be able to explain the scores to other professionals and parents.

a) NORM-REFERENCED TESTS: Compares an individual child's performance to that of his or her classmates or some other, larger group. This type of test will tell you how your student compares to similar students on a given set of skills and knowledge, but it does not provide information about what the student does and does not know. Scores on norm-referenced tests indicate the student's ranking relative to that group. Typical scores used with norm-referenced tests include: percentiles, stanines, standard scores, and age/grade equivalences.

b) PERCENTILES: Percentiles are probably the most commonly used test score in education. A percentile is a score that indicates the rank of the student compared to others (same age or same grade), using a hypothetical group of 100 students. For example, a percentile of 35 indicates that the student's test performance equals or exceeds 35 out of 100 students on the same measure; similarly a percentile of 87 indicates that the student equals or surpasses 87 out of 100 (or 87% of) students. It is important to note that this is not the same as a "percent"-a percentile of 87 does not mean that the student answered 87% of the questions correctly!

c) STANINES: Stanines are essentially groups of percentile ranks, with the entire group of scores divided into 9 parts, with the largest number of individuals falling in the middle stanines (3-7), and fewer students falling at the extremes. Few common tests in use today use stanines, although these scores can be useful in understanding the relative range of a student's performance.

d) STANDARD SCORES: A standard score is also derived from raw scores using the norming information gathered when the test was developed. Standard scores indicate how

far above or below the average (the "mean") an individual score falls, using a common scale, such as one with an "average" of 100. Because no two students are exactly alike, standard scores also take "variance" into account. Therefore, an average score falls into a range of plus or minus 15. In other words, scoring between 85-115 on a test is within the average range. Standard scores can be used to compare individuals from different grades or age groups because all scores are converted to the same numerical scale. Most intelligence tests and many achievement tests use some type of standard scores. For example, a standard score of 75 on a test with a mean of 100 indicates below average performance compared to the population of students for whom the test was developed and normed.

e) AGE/GRADE EQUIVALENT SCORES: Some tests provide age or grade equivalent scores. Such scores indicate that the student has attained the same score (not skills) as an average student of that age or grade. For example, if Sally obtains a grade-equivalent score of 4.5 on a reading comprehension test, this means that she obtained the same score as the typical student in the fifth month of fourth grade. Sally may or may not have acquired the same skills as the typical fourth grader. Age/grade scores seem to be easy to understand but are often misunderstood, and many educators discourage their use.

f) CRITERION-REFERENCED TESTS: These tests are used to measure student mastery of instructional objectives, skills, or curriculum (absolute performance), rather than to compare one student with another or to rank students. They are often used as end-of-unit tests in textbooks or as a "benchmark" to identify areas of strength or weakness in a given curriculum, readiness to move on to a different level of instruction, etc. Typically, raw scores are used to reflect the number of correct responses, the number of completed objectives, the number of skills a child does, etc. Some criterion-referenced tests will use percentages to reflect the level of mastery of a given instructional objective, such as setting a goal of "90% correct addition problems." Raw scores are converted to a percent correct. This should not be confused with percentiles, discussed earlier, which are rankings of students, not percent correct.

g) RAW SCORE: Raw scores are the amount of test questions the student answered correctly. For example, a raw score of 45 in a cognitive section of test means that the students correctly answered 45 cognitive questions. Raw scores are typically converted in percentages or age/grade equivalences.

h) PERCENTAGE SCORE: Percentage scores indicate the percentage of questions the student correctly answered. Percentage scores should not be confused with percentile scores, discussed earlier. For example, a percentage score of 80% indicates that on a test with 100 questions the student answered 80 questions correctly.

WHO CAN HELP?

PEOPLE

i. Department or Grade Level Chair
ii. School Mentor

iii. Instructional Coach
iv. Guidance Counselor
v. Educational Leaders

WEBSITES

vi. Practical Assessment, Research and Evaluation
vii. Florida Department of Education K-12 Assessment
viii. North East Florida Educational Consortium Training Calendar (Search Reading Endorsement Competency 3)

BOOK

ix. Test Scores and What They Mean (6th Edition) by Howard B. Lyman

DATA DRIVEN ASSESSMENTS-COMPONENT 2

DEFINITION:

Data-Driven decision-making is a system of management and teaching practices that enables teachers to obtain better information about students.

TARGET AUDIENCE:

Pre K-12th Grade Teachers

HOW?

Test scores can be useful, but they require careful interpretation keeping the purpose of the test in mind. No score is absolutely accurate; a single test can only reflect a sample of skills. Scores can be influenced by many factors.

The data from various sources can serve a number of important purposes. First, data on student learning gathered from district-made tests, standardized tests, student work samples, portfolios, and other sources provide important input to the teacher. A teacher, to determine what curriculum should be taught, can use information gained from testing. Information gained from testing can be used to determine academic placement, promotion, and possible need for retention. Testing results can be used by districts to determine teacher effectiveness and to track student progress.

Helpful data are typically drawn from a variety of sources, including criterion-referenced and norm-referenced test, high school completion, grade retention, ability testing, and classroom assessments. Data at the classroom level help teachers to

gather evidence of improvements in student learning to determine the effects of their professional learning on their own students. Teacher-made tests, assignments, portfolios, and other evidence of student learning are used by teachers to assess whether staff development and instruction are having desired effects in their classrooms.

Data analysis is meaningless if it does not result in meaningful instructional change. Data-driven educators are able to use summative and formative assessment data together to implement targeted, strategic, focused instructional interventions to improve student learning. These interventions should be aligned with state standards and district curricula as well as content-specific, developmentally appropriate best practices.

Data provides meaningful guidance in the process of continuous improvement. Implementing various forms of assessment and understanding which assessment to use to provide the desired information is a critical part of the teaching process. For example standard scores and percentiles are not intended to measure student growth. They only show relative standing compared to others. Raw scores, on the other hand, can be plotted over time to chart progress. Teachers need to maintain records or graphs of student progress and be able to use assessment instruments that would analyze both developmental levels and functional abilities.

i. For example: Tracking the raw score (the amount of correct answers) such as words read correctly or number of multiplication problems solved correctly, can be plotted over time to reflect progress of the students by a teacher using a simple chart or Excel type program.

WHO CAN HELP?

PEOPLE

ii. Department or Grade Level Chair
iii. School Mentor
iv. Instructional Coach
v. Guidance Counselor

WEBSITE

Data-Driven Differentiated Instruction

BOOKS:

Data Driven Differentiation in the Standards-Based Classroom by Gayle H. Gregory and Lin Kuzmich

DISTRICT READING PLAN-COMPONENT 3

DEFINITION:

Annually, school districts submit a K-12 Comprehensive Research-Based Reading Plan for the specific use of the research-based reading instruction allocation in a format prescribed by the Florida Department of Education for review and approval. The K-12 Comprehensive Research-Based Reading Plan must accurately depict and detail the role of administration, professional development, assessment, curriculum, and instruction in the improvement of student learning of the English Language Arts Florida Standards (LAFS).

TARGET AUDIENCE::

K-12 Teachers

HOW?

The reading plan provides specific details for the assessments to be utilized for the instructional process of the ELA standards. In addition, the plan outlines the curriculum resources available for the instruction of reading in grades kindergarten through twelfth grade.

WHO CAN HELP?

PEOPLE

i. School Mentor
ii. Instructional Coach
iii. Guidance Counselor

WEBSITES:

iv. District Reading Plans
v. Just Read, Florida!
vi. Florida's Multi-Tiered System of Supports

NO CHILD LEFT BEHIND-COMPONENT 4

DEFINITION:

The "No Child Left Behind," NCLB, Federal law requires multiple practices and policies related to the assessment and instruction of students. This legislation has sunset, and on December 10, 2015, President Obama signed the "Every Student Succeeds Act," ESSA, to replace the NCLB. School systems throughout the country are in a transition period in which the requirements of NCLB are still in place while districts await federal and state guidance related to the implementation of the new ESSA requirements. As more information becomes available, this section will be updated with the requirements of the new ESSA legislation.

TARGET AUDIENCE:

Pre K-12th Grade Teachers

HOW?

No Child Left Behind" law requires states to give students in grades 3-8 an annual test in reading and math. The goal of No Child Left Behind is to have all students test as "proficient". Test scores at individual schools must improve for all students and for minorities, low-income students and other subgroups. Teachers in core content areas must be "highly qualified," certified and knowledgeable about the subject matter taught. In general a "highly qualified teacher" is one with full certification, a bachelor's degree and demonstrated competence in subject knowledge and teaching. (Core subjects include English, reading or Language Arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography). *The No Child Left Behind law is also referred to as the Elementary and Secondary Education Act (ESEA).

WHO CAN HELP?

PEOPLE

Veteran Teachers
Mentor Teacher
School Administrators
District Administrators

WEBSITES

Florida Department of Education – No Child Left Behind
Overview of No Child Left Behind
Every Student Succeeds Act Overview
USDOE - Every Student Succeeds Act

BOOKS

No Child Left Behind?: The Politics and Practice of School Accountability by Paul E. Peterson and Martin R. West

No Child Left Behind (Peter Lang Primer) by Frederick M. Hess and Michael J. Petrilli
No Child Left Behind : A Guide for Professionals (Student Enrichment) by Mitchell L. Yell and Erik Drasgow
No Child Left Behind And the Transformation of Federal Education Policy, 1965-2005 (Studies in Government and Public Policy) by Patrick J. Mcguinn

ADDITIONAL INFORMATION ON NO CHILD LEFT BEHIND

IMPORTANT POINTS TO KNOW REGARDING NO CHILD LEFT BEHIND

i. Accountability: *No Child Left Behind* holds schools and school districts accountable for results. Schools are responsible for making sure the student is learning.

ii. School District Report Cards: No Child Left Behind gives report cards to parents so they can see which schools in their district are succeeding and why. With this information, No Child Left Behind gives parents, community leaders, teachers, principals, and elected leaders the information they need to improve schools.

iii. Public School Choice: No Child Left Behind may let students transfer to another public school if the state says that their school is "in need of improvement." The school district may pay for transportation for the students.

iv. Extra Help with Learning: No Child Left Behind may also provide students with free tutoring and extra help with schoolwork if the state says the students' school has been "in need of improvement" for at least 2 years. This extra help is often referred to as Supplemental Educational Services.

v. Parental Involvement: No Child Left Behind requires schools to develop ways to get parents more involved in their child's education and in improving the school. Parents should contact their child's school to find out how they can get involved.

vi. Measuring Knowledge: No Child Left Behind requires states to test students in reading and math every year in grades 3-8. Students will also be tested at least once in high school. The tests will help parents, students, and teachers know how well the student is learning and when they need extra help.

vii. Scientifically Based Research: No Child Left Behind focuses on teaching methods that have been proven by research to work. There will be no more experimenting on children with educational fads.

viii. Teacher Quality: No Child Left Behind provides funding to help teachers learn to be better teachers. No Child Left Behind requires local school districts to

ensure that all teachers hired to teach core academic subjects in Title I programs after the first day of the 2002-03 school year are highly qualified. In general a "highly qualified teacher" is one with full certification, a bachelor's degree and demonstrated competence in subject knowledge and teaching. (Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.)

TERMS EVERY TEACHER NEEDS TO KNOW ABOUT NO CHILD LEFT BEHIND

i. **Title I** — This is the part of *No Child Left Behind* that supports programs in schools and school districts to improve the learning of children from low-income families. The U.S. Department of Education provides Title I funds to states to give to school districts based on the number of children from low-income families in each district.

ii. **Adequate Yearly Progress (AYP)** — This is the term *No Child Left Behind* uses to explain that a school has met state reading and math goals. The school district's report card will demonstrate which schools have made AYP.

iii. **School in Need of Improvement** — This is the term *No Child Left Behind* uses to refer to schools receiving Title I funds that have not met state reading and math goals (AYP) for at least two years. If a school is labeled a "school in need of improvement," it receives extra help to improve and students in that school have the option to transfer to another public school, including a public charter school. Also, the students may be eligible to receive free tutoring and extra help with schoolwork.

iv. **Supplemental Educational Services (SES)** — This is the term *No Child Left Behind* uses to refer to the tutoring and extra help with schoolwork in subjects such as reading and math that children from low-income families may be eligible to receive. This help is provided free of charge and generally takes place outside the regular school day, such as after school or during the summer.

v. **Highly Qualified Teacher (HQT)** — This is the term *No Child Left Behind* uses for a teacher who proves that he or she knows the subjects he or she is teaching, has a college degree, and is state-certified. *No Child Left Behind* requires that students be taught by a Highly Qualified Teacher in core academic subjects.

THE FLORIDA STANDARDS-COMPONENT 5

Definition:

Both the *Mathematics Florida Standards (MAFS)* and *Language Arts Florida Standards (LAFS)* were approved by the Florida State Board of Education in February 2014 Both of the finalized *MAFS* and *LAFS* were to be fully implemented across the grades beginning in the 2014-15 school year.

TARGET AUDIENCE:

K-12 Teachers

How?

a. Over the last several years implementing the Next Generation Sunshine Standards, Florida made strong academic gains. But, we know today's workforce requires our graduates to have stronger critical thinking, problem solving and communications skills than ever before. **Higher standards that challenge and motivate our students are essential.**
To address this need, education leaders across Florida improved our academic content standards, creating new expectations for what students need to know and be able to do. The Florida Standards are designed to ensure that ALL students reach their greatest potential. During the 2013-2014 school year the state received and incorporated feedback from Florida educators, parents, as well as business and community leaders regarding the Florida Standards. **The Florida Standards reflect our foundational expectations of what ALL students should know and be able to do in each grade from kindergarten through 12th grade.**
The Florida Standards are located online at: CPALMS
Individual Course Descriptions are available for download at: Course Descriptions

Florida Standards Coding:

Mathematics K-8 (MAFS)

Subject Code	Grade	Domain	Cluster	Standard
MAFS	K	cc	1	1

Mathematics 9-12 (MAFS)

Subject Code	Grade	Conceptual Category - Domain	Cluster	Standard
MAFS	912	A-APR	1	1

English Language Arts (LAFS)

Subject Code	Grade	Strand	Cluster	Standard
LAFS	K	L	1	1

Science (SC) K-8

Subject Code	Grade	Body of Knowledge	Big Idea / Supporting Idea	Benchmark
SC	K	E	5	1

Science (SC) 9-12

Subject Code	Grade	Body of Knowledge	Standard	Benchmark
SC	912	E	5	1

Reading/Language Art (LA) K-12, Health Education (HE) K-12, or Social Studies (SS) K-12

Subject Code	Grade	Strand	Standard	Benchmark
LA	K	1	1	1
HE	K	B	1	1
SS	K	A	1	1

Dance (DA) K-12, Music (MU) K-12, Theatre (TH) K-12, or Visual Art (VA) K-12

Subject Code	Grade	Big Idea	Enduring Understanding	Benchmark
DA	K	C	1	1
MU	K	C	1	1
TH	K	C	1	1
VA	K	C	1	1

World Languages (WL) K-12

Subject Code	Grade	Performance Level	Standard	Benchmark
WL	K12	E	5	1

Figure 1 FLORIDA STANDARDS CODING

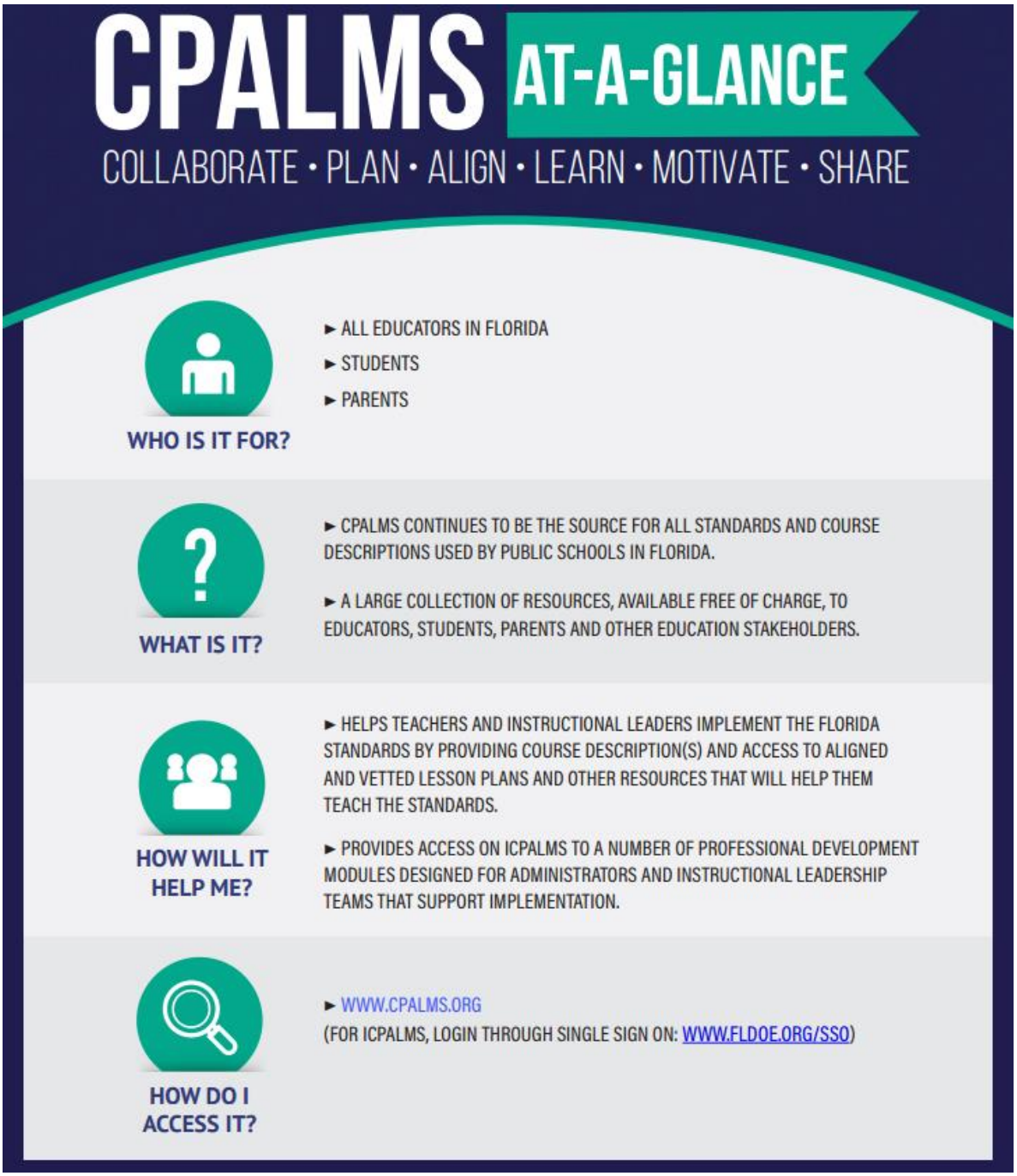
WHO CAN HELP?

PEOPLE:

Veteran Teacher
Mentor Teacher
School Administrators
District Administrators

WEBSITES:

CPALMS
CPALMS Video Tutorial
Florida Standards
Course Descriptions


CPALMS AT-A-GLANCE
COLLABORATE • PLAN • ALIGN • LEARN • MOTIVATE • SHARE
WHO IS IT FOR?
► ALL EDUCATORS IN FLORIDA
► STUDENTS
► PARENTS
WHAT IS IT?
► CPALMS CONTINUES TO BE THE SOURCE FOR ALL STANDARDS AND COURSE DESCRIPTIONS USED BY PUBLIC SCHOOLS IN FLORIDA.
► A LARGE COLLECTION OF RESOURCES, AVAILABLE FREE OF CHARGE, TO EDUCATORS, STUDENTS, PARENTS AND OTHER EDUCATION STAKEHOLDERS.
HOW WILL IT HELP ME?
► HELPS TEACHERS AND INSTRUCTIONAL LEADERS IMPLEMENT THE FLORIDA STANDARDS BY PROVIDING COURSE DESCRIPTION(S) AND ACCESS TO ALIGNED AND VETTED LESSON PLANS AND OTHER RESOURCES THAT WILL HELP THEM TEACH THE STANDARDS.
► PROVIDES ACCESS ON ICPALMS TO A NUMBER OF PROFESSIONAL DEVELOPMENT MODULES DESIGNED FOR ADMINISTRATORS AND INSTRUCTIONAL LEADERSHIP TEAMS THAT SUPPORT IMPLEMENTATION.
HOW DO I ACCESS IT?
► WWW.CPALMS.ORG
(FOR ICPALMS, LOGIN THROUGH SINGLE SIGN ON: WWW.FLDOE.ORG/SSO)

DEFINITION:

Because the DOK model of content complexity (See Accomplished Practice #4: Critical Thinking) was designed primarily as a framework for aligning content standards and assessments, it is important to distinguish between the DOK rating for a given standard and the possible DOK ratings for assessment items designed to address the standard. The DOK level for an individual content standard is intended to represent the typical performance level of cognitive complexity that a learning activity or assessment item associated with that standard might entail. This is particularly important for assessment purposes, since 50% or more of assessment items associated with a given standard should meet or exceed the DOK level of the standard.

TARGET AUDIENCE:

All Teachers! Preparing for the Florida Standards Assessments

HOW?

a. The chart below identifies the percentages of test questions on the ELA and Math FSA examinations by depth of knowledge level. More detailed information about the assessments and the appropriate depth of knowledge for each assessed standard may be found at the website listed in this section.

2.

Percentage of Points by Depth of Knowledge Level on the Florida Standards Assessments			
Grade	**DOK Level 1**	**DOK Level 2**	**DOK Level 3**
3-10	10% - 20%	60% - 80%	10% - 20%

WHO CAN HELP?

A. PEOPLE

Mentor Teacher

B. WEBSITE:

FSA Assessments Fact Sheets (Refer to the "Interpretive Information" section of the website.

C. BOOK:

Alignment Between Standards and Assessment, University of Wisconsin Center for Educational Research, Webb, N.L.

2016-2017 FSA ENGLISH LANGUAGE & MATHMETICS INFORMATION-COMPONENT 6:

DEFINITION:

This section provides information regarding grades 3–10 ELA and grades 3–8 mathematics assessments that measure student achievement of the Florida Standards. For information on FSA End-of-Course (EOC) assessments, see the 2016– 17 FSA End-of-Course Assessments Fact Sheet.

TARGET AUDIENCE:

All Teachers Preparing for the Florida Standards Assessments

HOW?

STUDENTS TO BE TESTED IN 2016–17

- Students enrolled in grades 3–10 will participate in FSA ELA assessments.
  - All students will participate in ELA Reading.
  - Students enrolled in grades 4–10 will also participate in ELA Writing.
  - Retained Grade 10 or Grades 11–12 students who have not yet passed the Grade 10 ELA assessment will participate in the ELA Retake assessment.
- Students enrolled in grades 3–8 will participate in FSA Mathematics assessments.
  - In accordance with Section 1008.22(3)(b)1, Florida Statutes, middle grades students will not be tested on both FSA Mathematics and a mathematics EOC assessment. Students enrolled in Algebra 1, Geometry, or Algebra 2 must take the corresponding EOC assessment, not the grade-level mathematics assessment.

TEST ADMINISTRATION INFORMATION

- In 2016–17, the following FSA assessments are delivered in a paper-based format:
  - Grade 3 ELA Reading
  - Grades 4–7 ELA Writing
- In 2016–17, the following FSA assessments are delivered in a computer-based format:
  - Grades 8–10 & Retake ELA Writing
  - Grades 4–10 & Retake ELA Reading
  - Grades 3–8 Mathematics

- Paper-based versions (regular print, large print, one-item-per-page and braille) of computer-based tests (CBT) are provided for students with disabilities who cannot access assessments on the computer, as specified in their Individual Educational Plans (IEPs) or Section 504 plans.
    - CBT accommodations (e.g., text-to-speech) are available for students whose IEPs indicate these accommodations.

ELA WRITING

- The ELA Writing test consists of one text-based constructed-response item (students read a variety of texts and respond to a prompt).
    - Grades 4–10 ELA Writing tests are administered in one 120-minute session.
    - The ELA Writing Retake is one 120-minute session, but students may use up to half the length of a typical school day to complete the test.
    - All students (PBT and CBT) are provided with a planning sheet to plan their writing. A sample of the Writing Planning Sheet is available on the FSA Portal.

ELA READING AND MATHEMATICS

- ELA Reading and Mathematics assessments contain 56–66 items.
    - More information, including the number-of-items range for each assessment, can be found in the Test Design Summary located on the FSA Portal.
    - FSA ELA and Mathematics sessions are administered over two days. Test session lengths are as follows:
        - ELA Reading
            - Grades 3–5—Two 80-minute sessions
            - Grades 6–8 —Two 85-minute sessions
            - Grades 9–10—Two 90-minute sessions
            - The ELA Reading Retake is administered in two 90-minute sessions, but students may use up to half the length of a typical school day to complete each session.
        - ELA Mathematics
            - Grades 3–5—Two 80-minute sessions
            - Grades 6–8—Three 60-minute sessions*

              * Schools are required to administer Session 1 (non-calculator session) on day one and Sessions 2 and 3 (calculator sessions) on day two.
            - CBT Work Folders are provided for each mathematics session. A sample of the work folder is available on the FSA Portal.

- CBT Worksheets are provided for each reading session for note-taking. A sample of the worksheet is available on the FSA Portal.
- For ELA Reading tests, students will respond to some items associated with listening passages. Students must have headphones or earbuds to access the passages. For information about the types of accommodations available for ELA Reading listening items for students with the appropriate IEP or Section 504 plan, see the Assessment Accommodations Frequently Asked Questions (FAQ) document on the FSA Portal.

a. Scientific calculators are provided as part of the CBT platform for **Sessions 2 and 3 only** of grades 7 and 8 FSA Mathematics. The calculator is available for practice on the FSA Portal. In addition, reference sheets are provided for some mathematics assessments. Please see the *Calculator and Reference Sheet Policies for Florida Standards Assessments (FSA) Mathematics Assessments*

ACHIEVEMENT LEVELS AND FSA SCALE

b. Student performance on Florida's statewide assessments is categorized into five achievement levels. Table 1 provides information regarding student performance at each achievement level; this information is provided on student reports so that students, parents, and educators may interpret student results in a meaningful way.

c. Achievement Level Descriptions (ALDs) further specify what students should know and be able to do in each grade level and subject as indicated in the Florida Standards. The FSA ALDs are available on the FSA Portal.

d. Achievement level cut scores for FSA assessments were adopted in State Board of Education Rule 6A-1.09422, Florida Administrative Code, in January 2016. The lowest score in Level 3 is the passing score for each grade level and subject. The table below shows the score ranges for each achievement level on the FSA score scale. For grades 4-10 ELA, a combined score is reported that includes student performance on both the Writing and Reading components.

Achievement Levels Explanations

Level 1	Level 2	Level 3	Level 4	Level 5
Inadequate: Highly likely to need substantial support for the next grade	**Below Satisfactory**: Likely to need substantial support for the next grade	**Satisfactory**: May need additional support for the next grade	**Proficient**: Likely to excel in the next grade	**Mastery**: Highly likely to excel in the next grade

FSA ELA Scale Scores for Each Achievement Level						
Assessment		**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**
English Language Arts Scale Scores (240-412) for Each Achievement Level	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
	Grade 6 ELA	259-308	309-325	**326**-338	339-355	356-391
	Grade 7 ELA	267-317	318-332	**333**-345	346-359	360-397
	Grade 8 ELA	274-321	322-336	**337**-351	352-365	366-403
	Grade 9 ELA	276-327	328-342	**343**-354	355-369	370-407
	Grade 10 ELA	284-333	334-349	**350**-361	362-377	378-412

FSA MATH Scale Scores for Each Achievement Level						
	Assessment	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Mathematics Scale Scores (240-393) for Each Achievement Level	Grade 3 Mathematics	240-284	285-296	**297**-310	311-326	327-360
	Grade 4 Mathematics	251-298	299-309	**310**-324	325-339	340-376
	Grade 5 Mathematics	256-305	306-319	**320**-333	334-349	350-388
	Grade 6 Mathematics	260-309	310-324	**325**-338	339-355	356-390
	Grade 7 Mathematics	269-315	316-329	**330**-345	346-359	360-391
	Grade 8 Mathematics	273-321	322-336	**337**-352	353-364	365-393

WHO CAN HELP?

PEOPLE

Mentor Teacher
Educational Leaders
School Testing Coordinator

WEBSITE

FSA Assessments Fact Sheets (Refer to the "Interpretive Information" section of the website

BOOK

Alignment Between Standards and Assessment, University of Wisconsin Center for Educational Research, Webb, N.L.

ADDITIONAL FSA INFORMATION

- Students in grade 3 must achieve a Level 2 or higher on the FSA ELA Reading Assessment for promotion purposes. For more information on this requirement, as well as good cause exemption information for students who score in Level 1, please see the Third Grade Guidance page on the FDOE website.
- Students in grade 10 must pass the FSA ELA for graduation purposes. For more information, including concordant score and alternate passing score information, please see *Graduation Requirements for Statewide Assessments*.
- Achievement level cut scores for FSA ELA and Mathematics assessments were established in January 2016 (see Table 2). For more information on these scores, please see *Understanding FSA Reports*. For more information on the standard-setting process, please visit the Standard Setting page on the FDOE website.
- Students with IEPs or Section 504 plans, as well as English Language Learners (ELLs), may be eligible for allowable accommodations on statewide assessments. For more information about accommodations, see the Assessment Accommodations FAQ document on the FSA Portal.

Please visit the FDOE website and the FSA Portal for more information about the statewide assessment program.