Grade 5 English Language Arts Standards Coverage
Writing Component

In Grades 4-10, the FSA ELA Writing component contributes 10 raw score points to the overall FSA ELA total raw score; however, the raw score is not the most important score when considering a student's overall performance.

FSA, like other Florida statewide assessments past and present, is not scored using a percent-correct or number-correct scoring method. Students correctly answering the more-difficult items receive more credit than students answering less-challenging items. In other words, the scoring model involves both the number and the difficulty of questions a student answers correctly. As indicated by numerous publications in the field of educational measurement, this type of scoring—pattern scoring—produces a more accurate scale score for individual students than the number-correct scoring method does. Pattern scoring is used widely across this country and around the world because of its accuracy in measuring students' knowledge and skills. Because each test item, including the writing prompt, has a different effect in scoring depending on its level of challenge, no definitive percentage of a student's scale score is derived from the FSA ELA Writing component.

Reporting Category	Text Types and Purposes	Standards Assessed
Text-Based Writing	**Opinion or Informative/Explanatory**	**LAFS.5.W.1.1**
		LAFS.5.W.1.2
		LAFS.5.W.2.4
		LAFS.5.W.2.5
		LAFS.5.W.3.8
		LAFS.5.W.3.9
		LAFS.5.L.1.1
		LAFS.5.L.1.2
		LAFS.5.L.2.3
		LAFS.5.L.3.4
		LAFS.5.L.3.5
		LAFS.5.W.3.6

Grade 5 English Language Arts Standards Coverage
Reading, Language, and Listening Component

Reporting Category	Genre	Standards Assessed	Percentage of Assessment
Key Ideas and Details	Literature	LAFS.5.RL.1.1 LAFS.5.RL.1.2 LAFS.5.RL.1.3	15-25%
	Informational	LAFS.5.RI.1.1 LAFS.5.RI.1.2 LAFS.5.RI.1.3	
Craft and Structure	Literature	LAFS.5.RL.2.4 Also assesses LAFS.5.RF.3.3 and LAFS.5.RF.4.4 LAFS.5.L.3.4 LAFS.5.L.3.5 LAFS.5.RL.2.5 LAFS.5.RL.2.6	25-35%
	Informational	LAFS.5.RI.2.4 Also assesses LAFS.5.RF.3.3 and LAFS.5.RF.4.4 LAFS.5.L.3.4 LAFS.5.L.3.5 LAFS.5.RI.2.5 LAFS.5.RI.2.6	
Integration of Knowledge and Ideas	Literature	LAFS.5.RL.3.7 LAFS.5.SL.1.2 LAFS.5.RL.3.9	20-30%
	Informational	LAFS.5.RI.3.7 LAFS.5.SL.1.2 LAFS.5.SL.1.3 LAFS.5.RI.3.8 LAFS.5.RI.3.9	
Language and Editing*	Literature or Informational	LAFS.5.L.1.1 LAFS.5.L.1.2	15-25%

*Language and Editing
Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

Grades 9-10 English Language Arts Standards
Writing Component

In Grades 4-10, the FSA ELA Writing component contributes 10 raw score points to the overall FSA ELA total raw score; however, the raw score is not the most important score when considering a student's overall performance.

FSA, like other Florida statewide assessments past and present, is not scored using a percent-correct or number-correct scoring method. Students correctly answering the more-difficult items receive more credit than students answering less-challenging items. In other words, the scoring model involves both the number and the difficulty of questions a student answers correctly. As indicated by numerous publications in the field of educational measurement, this type of scoring—pattern scoring—produces a more accurate scale score for individual students than the number-correct scoring method does. Pattern scoring is used widely across this country and around the world because of its accuracy in measuring students' knowledge and skills. Because each test item, including the writing prompt, has a different effect in scoring depending on its level of challenge, no definitive percentage of a student's scale score is derived from the FSA ELA Writing component.

Reporting Category	Text Types and Purposes	Standards Assessed
Text-Based Writing	**Argumentation or Informative/Explanatory**	**LAFS.910.W.1.1**
		LAFS.910.W.1.2
		LAFS.910.W.2.4
		LAFS.910.W.2.5
		LAFS.910.W.2.6
		LAFS.910.W.3.8
		LAFS.910.W.3.9
		LAFS.910.L.1.1
		LAFS.910.L.1.2
		LAFS.910.L.2.3
		LAFS.910.L.3.4
		LAFS.910.L.3.5
		LAFS.910.L.3.6

Percentage of Points by Depth of Knowledge Level

Grade	DOK Level 1	DOK Level 2	DOK Level 3
3-10	10%-20%	60%-80%	10%-20%

CPALMS coordinated the development of common definitions using Dr. Norman Webb's model for Depth of Knowledge. These definitions serve as the cornerstone for the rating of the Mathematics and English Language Arts Standards available on CPALMS.

Because the DOK model of content complexity 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.

For information about content complexity rating, please visit CPALMS at http://www.cpalms.org/standards/dok.aspx.

For information about the content complexity rating for each standard, please visit CPALMS and click the applicable content area by grade at http://www.cpalms.org/Public/search/Standard#0. A drop-down menu for each strand and cluster includes the content complexity rating for each standard.

Note: The Text-Based Writing component at grades 4-10 is a DOK level 3 task.

Sessions and Times

Florida Standards Assessments (FSA) Administration			
FSA English Language Arts (ELA)			
In Grades 4-10, the FSA ELA assessment includes two components, which are combined to provide a whole test FSA ELA scale score: 1. A Text-Based Writing Component in which students respond to **one** writing task each spring. This component is administered earlier to allow time for handscoring. 2. A Reading, Language, and Listening component in which students respond to texts and multimedia.			
FSA ELA (Writing Component Only)			
Grade/Subject	**Administration Time**	**Number of Sessions**	**Computer-Based in 2016**
4	120 minutes	1	No
5	120 minutes	1	No
6	120 minutes	1	No
7	120 minutes	1	No
8	120 minutes	1	Yes
9	120 minutes	1	Yes
10	120 minutes	1	Yes
FSA ELA (Reading, Language, Listening Component Only)			
Grade/Subject	**Administration Time**	**Number of Sessions***	**Computer-Based in 2016**
3	160 minutes	2	No
4	160 minutes	2	Yes
5	160 minutes	2	Yes
6	170 minutes	2	Yes
7	170 minutes	2	Yes
8	170 minutes	2	Yes
9	180 minutes	2	Yes
10	180 minutes	2	Yes
*All sessions are administered over two days.			

Test Length
FSA ELA Reading Component
Approximate Range of Number of Items by Grade

Grade Band	Number of Items
3-5	56-60
6-8	58-62
9-10	60-64

Percentages of FSA Reading Text Types

Grade Band	Literary	Informational
3-5	50%	50%
6-8	40%	60%
9-10	30%	70%

General Notes: Approximately 6-10 items within the Reading, Language, and Listening components listed above are experimental (field test) items and are included in the ranges above but are not included in students' scores.
The Grade 10 FSA ELA Retake follows the test design in this blueprint and is administered each spring and fall.

Florida Standards Assessments

Technology-Enhanced Item Descriptions

The Florida Standards Assessments are composed of test items that include traditional multiple-choice items, items that require students to type or write a response, and technology-enhanced items (TEI). Technology-enhanced items are computer-delivered items that require students to interact with test content to select, construct, and/or support their answers.

Currently, there are eight types of TEIs that may appear on FSA English Language Arts assessments. For Grade 3 assessments, which will be paper-based tests in 2015-2017, and for students with an IEP or 504 plan that specifies a paper-based accommodation, TEIs will be modified or replaced with test items aligned to the same standard/reporting category that can be scanned and scored electronically.

The various TEI item types are described below, including the percentage of each computer-based test that will be composed of TEIs.

For samples of each of the item types described below, see the FSA Practice Tests.

Percent of Computer-Based Test That Is Composed of Technology-Enhanced Items	
Grades 4–10 ELA*	25%-50%

* Grade 3 ELA tests, once computer based, will also be composed of 25%-50% TEIs.

Technology-Enhanced Item Types for English Language Arts

1. **Editing Task Choice** - The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.

2. **Editing Task** - The student clicks on a highlighted word or phrase that may be incorrect, which reveals a text box. The directions in the text box direct the student to replace the highlighted word or phrase with the correct word or phrase. For paper-based assessments, this item type will be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.

3. **Hot Text** -
    a. **Selectable Hot Text** - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable ("hot"). The student can then click on an option to select it. These items may have one or two parts. In a two-part hot text item, Part A might ask the student to make an analysis or an inference, and Part B might require the student to use the text to support the answer in Part A.

In other cases, the two parts might function independently. For paper-based assessments, a "selectable" hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.

    b. **Drag-and-Drop Hot Text** - Certain words, phrases, or sentences may be designated "draggable" in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag the option to a graphic organizer or other format. For paper-based assessments, drag-and-drop hot text items will be modified or replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.

4. **Open Response** - The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For accommodated paper-based assessments, this item type may be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically. (Please note that while the Grade 3 FSA ELA will not be administered online until 2017-18, it is possible to include the Open-Response item type for this paper-based assessment.)

5. **Multiselect** - The student is directed to select a specific number of correct answers from among the options provided. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper- based assessments.

6. **Evidence-Based Selected Response (EBSR)** - In this two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple-choice, whereas Part B may be either multiple-choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A. These items appear in the online and paper-based assessments.

7. **Graphic Response Item Display (GRID)** - The student may select words, phrases, or images and use the drag-and-drop feature to place them into a graphic organizer or other format. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.

8. **Multimedia** - Technology-enhanced content may include multimedia elements such as audio clips, slideshows, or animations. Multimedia elements may appear within passages (stimuli) or test items. Any of the item types described above may be used to assess the multimedia content. For paper-based assessments, multimedia content may be modified or replaced by paper-based items or stimuli that assess the same reporting category. Beginning in 2015-16, listening items (audio clips) may be included in the paper-based, accommodated version of the ELA Reading assessments in Grades 4-10. (For Grade 3, listening items will be included when the assessment is administered online.)