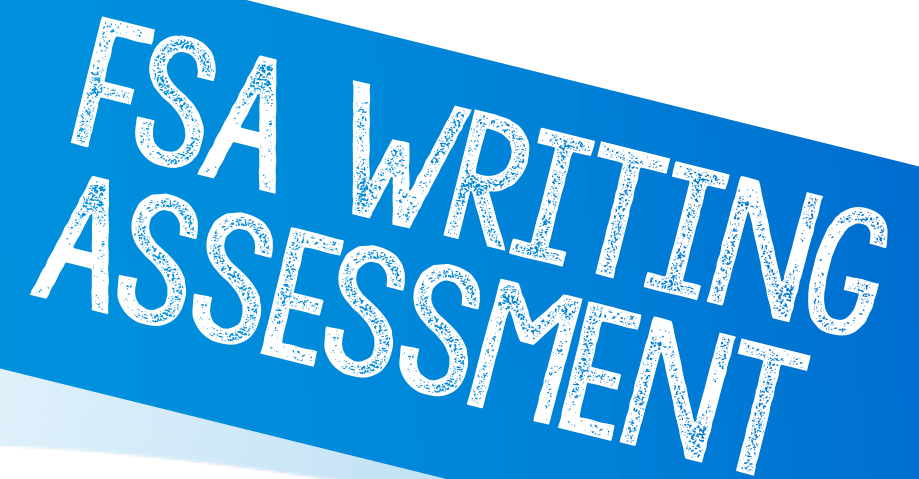




January
2019



FSA WRITING ASSESSMENT



PARENT NIGHT

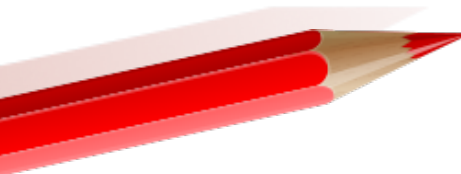


Getting our
Students on
the
WRITE
TRACK!





SAVE THE DATE!



TEST LENGTH= 120 MINUTES
+30 MINUTES READ
+ 20 MINUTES PLAN
+60 MINUTES TO WRITE
+10 MINUTES TO REVISE/EDIT

FSA WRITING ASSESSMENT DATES

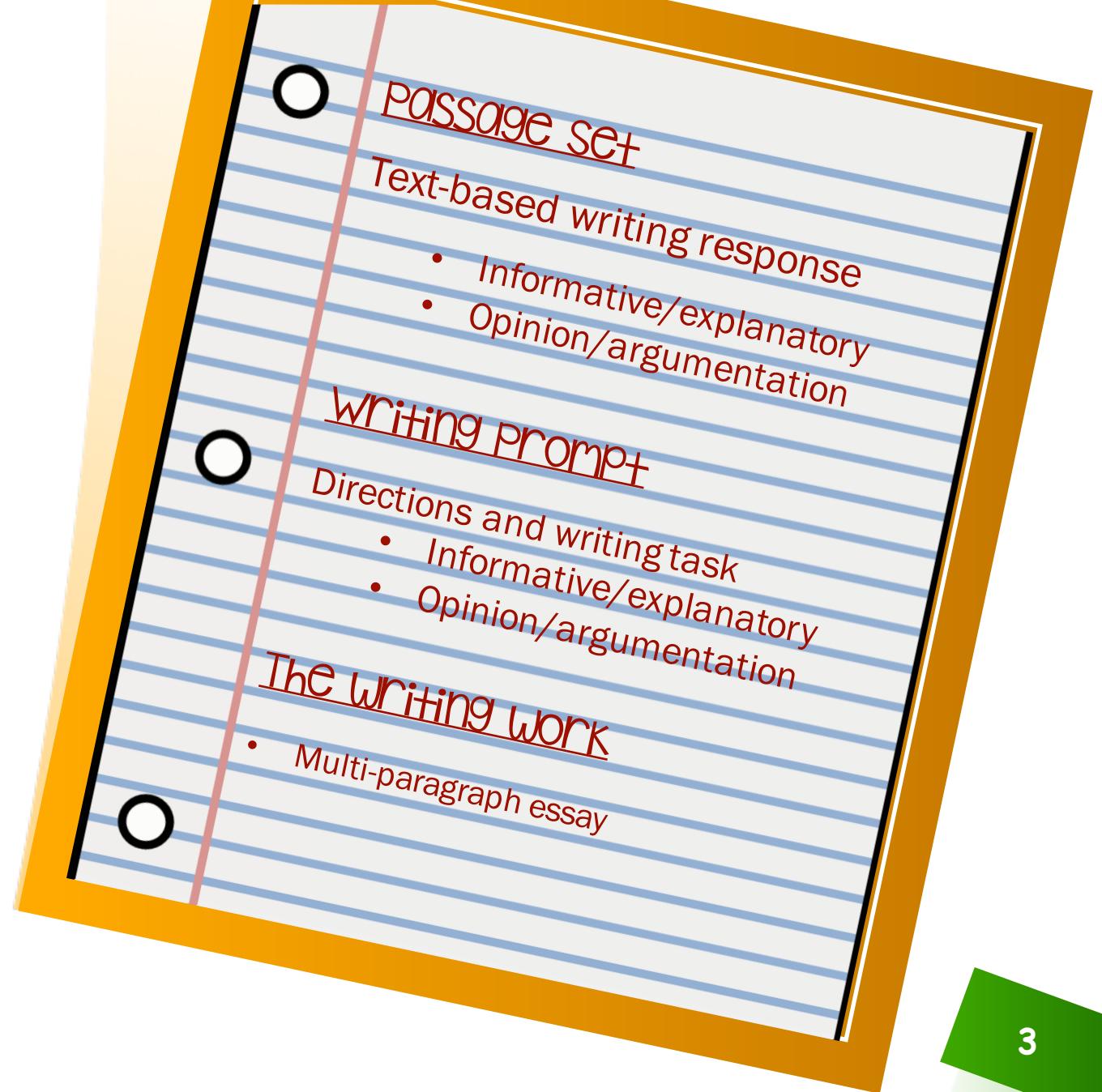
The week of April 1st

- Avoid being tardy or absent.
- Well rested and fed!
- Attendance incentives!

TEST COMPONENTS

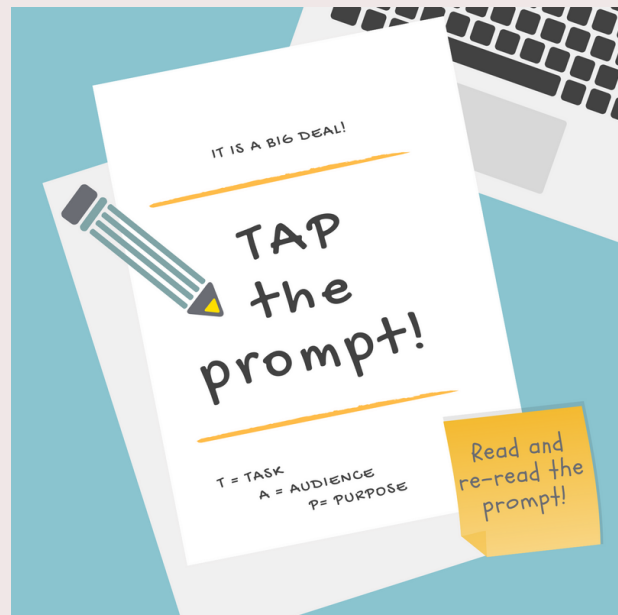
Reading Stamina

- Have a designated space available for reading at home.
- Set the timer!
- Start small and work towards a goal
- Chunk the text in CREATIVE ways

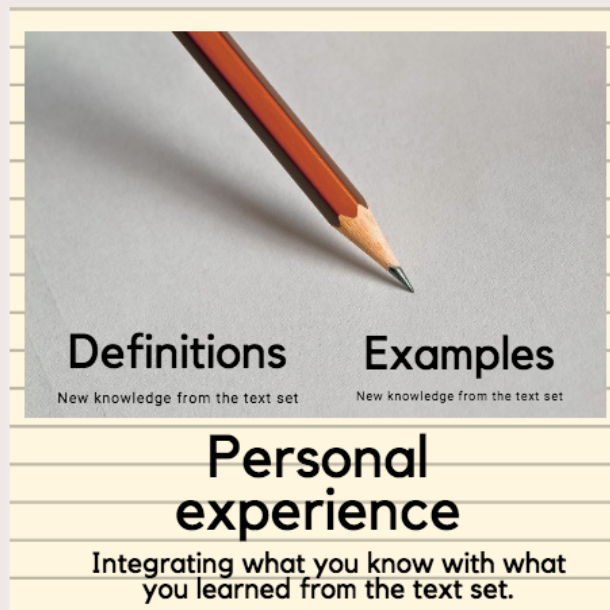


SCORING RUBRIC

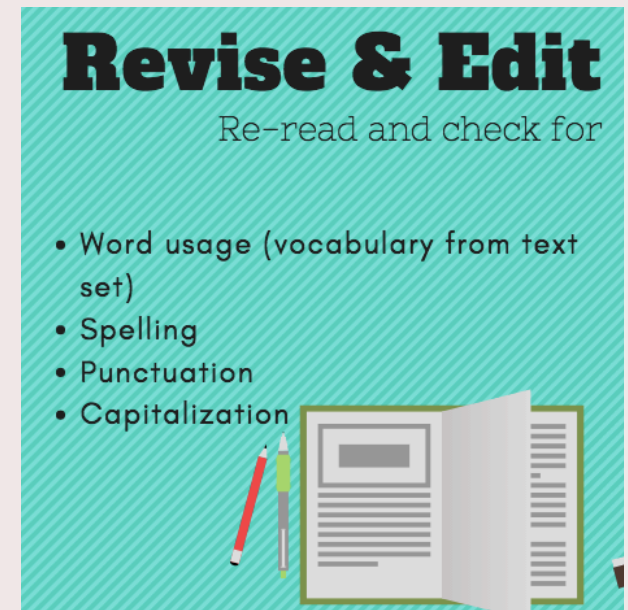
Purpose, Focus, & Organization



Evidence & Elaboration



Conventions



UNPACKING THE PROMPT



- **Topic**
 - ✓ What are you writing about?
- **Audience**
 - ✓ Who is reading your response?
- **Purpose**
 - ✓ Students integrate information from the passage set into an opinion or explanatory response.

REFER to sample writing prompt

TRANSITIONS

connecting ideas

- Thoughtful use of transitional words and phrases

To start with, if students will be able to paint on the walls, (resureart not graffiti) it can do many benefits for schools. Such as giving schools a better look. You can brighten up the plain old hallways. Give it that spark of imagination and creativity that's inside of you! Make your school a place where people want to be and make that visit pleasurable! Secondly, morals can paint messages. Such as courage, persavaranace, etc. This could lift students spirits when they are feeling down. This reminds me of the time I started the school. The hallways were so dull I couldn't even stand the place! What I didn't not know for is that for the first assignment of the school year we have to express ourself in a moral. The next day

REFER TO GREEN STUDENT SAMPLE

ELABORATION & EVIDENCE

Cite the text

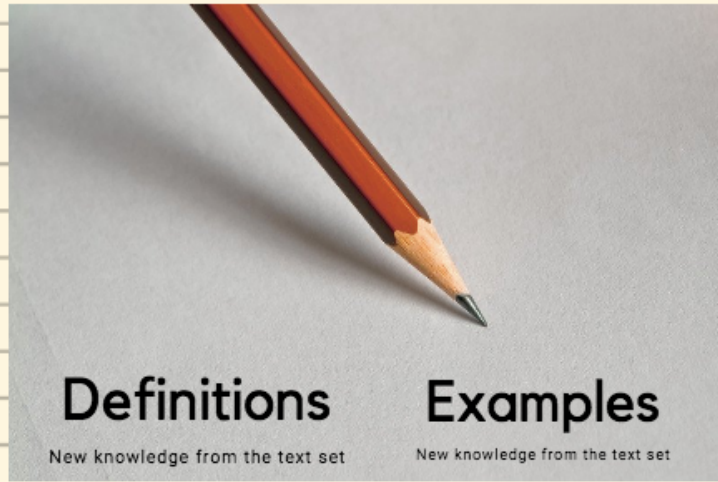
- **RELEVANT Text evidence**

- **Supports claim**
- **Connects to the topic**

- **How can students paraphrase?**

- **Practice, “*How can you say that in your own words?*”**

ELABORATION & EVIDENCE



Personal experience

Integrating what you know with what you learned from the text set.



Text Evidence



Improving Schools

Brush, slush, bash, clash! This is the sound of students doing an activity to help their school. I think students should do fun things to help around their school. In my opinion it sounds SUPER fun!


As a general rule, students definitely should do activities to help make their school a better place. In text one, paragraph two the author wrote, a man named Micheal Howard was driving to work. He noticed a white wall with red graffiti all over it. Soon, he noticed graffiti everywhere he went. Micheal was a teacher. Finally, one day he asked his students why they did graffiti all over the walls of the neighborhoods. They told him it made them feel important. Howard then thought and thought..... then he got the OCS! The Operation Clean Slate (OCS) helped kids make murals instead of ruining their town with graffiti. What a fabulous idea! If I was the pricipal of my school I definetly

Text Evidence



REFER to the GOLD Student Sample

ELABORATION & EVIDENCE



Definitions	Examples
New knowledge from the text set	New knowledge from the text set

Personal experience

Integrating what you know with what you learned from the text set.

Examples

Define



To start with, if students will be able to paint on the walls, (resureart not graffiti) it can do many benefits for schools. Such as giving schools a better look. You can brighten up the plain old hallways. Give it that spark of imagination and creativity that's inside of you! Make your school a place where people want to be and make that visit pleasurable! Secondly, morals can paint messages. Such as courage, persavaranace, etc. This could lift students spirits when they are feeling down. This reminds me of the time I started the school. The hallways were so dull I couldn't even stand the place! What I didn't not know for is that for the first assignment of the school year we have to express ourself in a moral. The next day

Personal story

REFER TO GREEN STUDENT SAMPLE

CONVENTIONS

Revise & Edit

Re-read and check for

- Word usage (vocabulary from text set)
- Spelling
- Punctuation
- Capitalization



- **Students take time to re-read their writing**

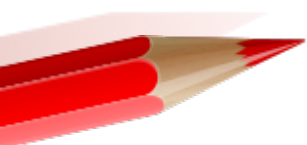
- ✓ **Spelling**

- ✓ *Check the text set, is this word used?*

- ✓ **Capital letters**

- ✓ *NAMES of people, places and things*

- ✓ *FIRST letter of the sentence*



Strengths	Areas to work on
Text evidence	PARAPHRASING text evidence <ul style="list-style-type: none">Thoughtful use of evidence without over-using
Transitions	Transitions within paragraphs leading into examples and text evidence
ePlan	Elaboration <ul style="list-style-type: none">Definitions and examplesPersonals experiences, ideas and thoughts (Use WHAT YOU KNOW)
Take time to plan	USE the planning page <ul style="list-style-type: none">Planning page IS NOT gradedUse time wisely (PLAN to plan for 20 minutes)

CLASSROOM TRENDS



PARENT RESOURCES

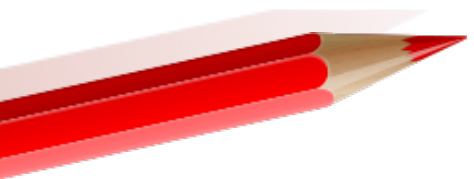
Florida Standards Assessment Portal
fsassessments.org/resources/



THANK YOU!

Please take a pencil & eraser!





ADD A FOOTER



Attention Parents!

Please join us on Thursday, January 17th for an informational meeting on the writing portion of the 4th and 5th grade FSA. We will be presenting information on:

- Testing dates and times
- Test format and grading
- Strategies for success

Please contact your child's teacher for more details. We hope to see you there!



Save the Date!

Thursday, January 17th
at 6 p.m.

In the WGES Media
Center