

# FLOIDA STANDARDS ASSESSMENTS

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**Fourth Grade  
2019-2020**

# Assessment Calendar

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<b>Test</b>	<b>Date</b>
FSA Writing	April 2
FSA Reading	May 4-5
FSA Math	May 11-12

# Testing Sessions and Times

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Test	Number of Items	Number of Sessions	Minutes Per Session
FSA Writing	1 Essay	1	120 minutes (2 hours)
FSA Reading	60	2	80 minutes
FSA Math	60-64	2	80 minutes

# FSA Writing

## Directions:

The passages you read were about bike sharing. Write an essay in which you give your opinion about whether a bike sharing program would work in your community. Use information from the passages in your essay.

## Manage your time carefully so that you can:

- Read the passages;
- Plan your responses;
- Write your response; and
- Revise and edit your response.

## Be sure to include:

- an introduction
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your writing should be in the form of a well-organized, multi-paragraph essay.

## Source #1

### Bikes in Your Community

#### Bike Sharing Programs

Bike sharing programs allow people within a city to use bikes for a fee. People in Europe have been using bike sharing programs for years. Bike sharing stations have started to pop up in many of our own cities, too. This creative idea has been spreading across the country over the past few years. At the beginning of 2013, there were 22 programs running in American cities. Because the idea is so popular, people think that the number of programs will double very soon. These cities have other types of public transportation, too, such as subways and buses.

Bike sharing programs were started so that people would be able to use a bike easily when they needed one. The programs give people the option to use bikes to travel short distances around a big city. There are many bike stations that are set up in the city. People take a bike out of one station, use it for some time, and then return it to another station within the city.

People can use the bikes on any day and at any time. All of the stations are self-service stations. Each "dock," or area that holds the bikes, has an electronic machine. This machine takes payment from the customer and releases one of the bikes. The machine also starts to track the time that the bike is being used. The machine at the dock where the bike is returned can then calculate the total time the bike was in use.

Many people are using the bikes. Source #2  
These are signs that bike sharing programs are popular.

#### Bike Sharing: A Great Idea

5 New and exciting programs have started in many cities: bike sharing programs. These innovative programs allow people to borrow and use bikes for a small price.

## Source #3

#### Bike Sharing: In Need of Repair

10 Bike sharing involves the use of bikes in a city for a fee. People pick up a bike at a bike docking station and then return it later to any station in the city. The number of cities with bike sharing programs continues to grow. Some of the larger cities have thousands of bikes and hundreds of stations as part of their program. At first, this sounds like a great idea, but unexpected problems have come up. Not everyone sees these programs as a good solution. They were designed to make life easier, but they have actually been causing some big headaches.

11 First of all, the bike docking stations are self-service, allowing people to use the bikes at any time. This means that an employee is not present at any of the stations. If something does not work properly when you try to take out a bike, nobody is there to help. This has been known to happen quite often. You can try to pay again and see if the bike will unlock the second time. You can also just leave the bike and lose your money. Calling customer service can be frustrating. Some people are angry about the programs. They think that the programs are not helping people to be more eco-friendly. In fact, someone who works for a bike sharing company says that about the programs.

of driving a car. It takes a car a long time to get on the road at the end of city streets. Bike sharing would be if the

ing in a big city is also not easy. The bikes are stolen. The bike sharing programs are the bikes in the city. Bike off at a docking station. Own the bike,

an help people to be more eco-friendly. In fact, someone who works for a bike sharing company says that about the programs.

**Grades 4-5  
Opinion Text-based Writing Rubric**

**(Score points within each domain include most of the characteristics below.)**

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	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: <ul style="list-style-type: none"> <li>Strongly maintained opinion with little or no loosely related material</li> <li>Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> </ul>	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: <ul style="list-style-type: none"> <li>Relevant evidence integrated smoothly and thoroughly with references to sources</li> <li>Effective use of a variety of elaborative techniques, demonstrating understanding of the topic and text</li> <li>Clear and effective expression of ideas, using precise language</li> <li>Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>Varied sentence structure, demonstrating language facility</li> </ul>	
3	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: <ul style="list-style-type: none"> <li>A maintained opinion, though some loosely related material may be present</li> <li>Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> </ul>	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: <ul style="list-style-type: none"> <li>Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent</li> <li>Adequate use of some elaborative techniques</li> <li>Adequate expression of ideas, employing a mix of precise and general language</li> <li>Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>Some variation in sentence structure</li> </ul>	

*Continued on the following page*

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

# FSA Writing

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**Florida**  
Standards Assessments

**Welcome to the FSA Portal**

This portal is your source for information about the Florida Standards Assessments.

Florida's K-12 assessment system measures students' achievement of Florida's education standards, which were developed and implemented to ensure that all students graduate from high school ready for success in college, career, and life. Assessment supports instruction and student learning, and test results help Florida's educational leadership and stakeholders determine whether the goals of the education system are being met.

For information about Statewide Standards Assessment (EOC) Assessments, please visit <http://www.fldoe.org/accountability/student-assessment>.

For more information about Florida standards, course descriptions, and standard resources, please visit [www.cpalms.org](http://www.cpalms.org).

 <http://www.fldoe.org/accountability/student-assessment>

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FSA  
Reading  
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Math

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<https://fsassessments.org/>

## Achievement Levels and FSA Scale Scores

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.

**Table 1. Achievement Levels**

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

# Achievement Levels

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Assessment		Level 1	Level 2	Level 3	Level 4	Level 5
<b>English Language Arts Scale Scores (240-412) for Each Achievement Level</b>	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
<b>Mathematics Scale Scores (240-393) for Each Achievement Level</b>	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

# Scale Scores

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# How Can You Help at Home?



Use Technology.



Read together EVERY night.



Check the online gradebook.



Ask your child questions about what he/she is learning.



Make sure your child is using TEXT EVIDENCE.



Review math facts.



Review your child's homework.

Questions?

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