



# 4<sup>TH</sup> GRADE

## FSA PARENT NIGHT

Please come in and take a seat. We will begin promptly at 6:00 pm.

# OBJECTIVES FOR TONIGHT'S MEETING

- Brief overview of what to expect for 4<sup>th</sup> Grade FSA Testing and Promotion Criteria.
- Explanation of skills and strategies students are being taught to perform their best on the FSA Assessments.
- Provide tips and tools for parents to support students at home in preparation for the FSA Assessments.





Please use the post-its to write your name, your teacher's name, and your question. Place them on the subject parking lot and we will email you the answer! 😊

QUESTIONS?

# 4<sup>TH</sup> GRADE FSA EXPECTATIONS

- FSA Writing: 120 minutes
  - Session #1 – Thursday, April 2<sup>nd</sup>, 2020 (Paper-Based Testing)
- FSA ELA: 80 minutes per session
  - Session #1 – Tuesday, May 5<sup>th</sup>, 2020 (Paper-Based Testing)
  - Session #2 – Wednesday, May 6<sup>th</sup>, 2020 (Paper-Based Testing)
- FSA Math: 80 minutes per session
  - Session #1 – Tuesday, May 12<sup>th</sup>, 2020 (Paper-Based Testing)
  - Session #2 – Wednesday, May 13<sup>th</sup>, 2020 (Paper-Based Testing)

# PROMOTION CRITERIA

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

FOURTH GRADE	
Criterion #1:	<b>READING:</b> Scores <u>Level 2 or greater</u> on the Florida Standards Assessment (FSA) for English Language Arts.
	<b>MATH:</b> Scores <u>Level 2 or greater</u> on the Florida Standards Assessment (FSA) for Mathematics.

\*ELA and Writing Assessment will be combined. A score of 7/10 on the Writing is the goal for students to meet criteria.



The background is a dark grey collage of various educational and scientific icons drawn in a light grey, sketchy style. These include a large letter 'V', a globe showing continents, a microscope, a stack of books, a plus sign, an open book with text, a percentage sign, and a less-than sign.

# FSA WRITING

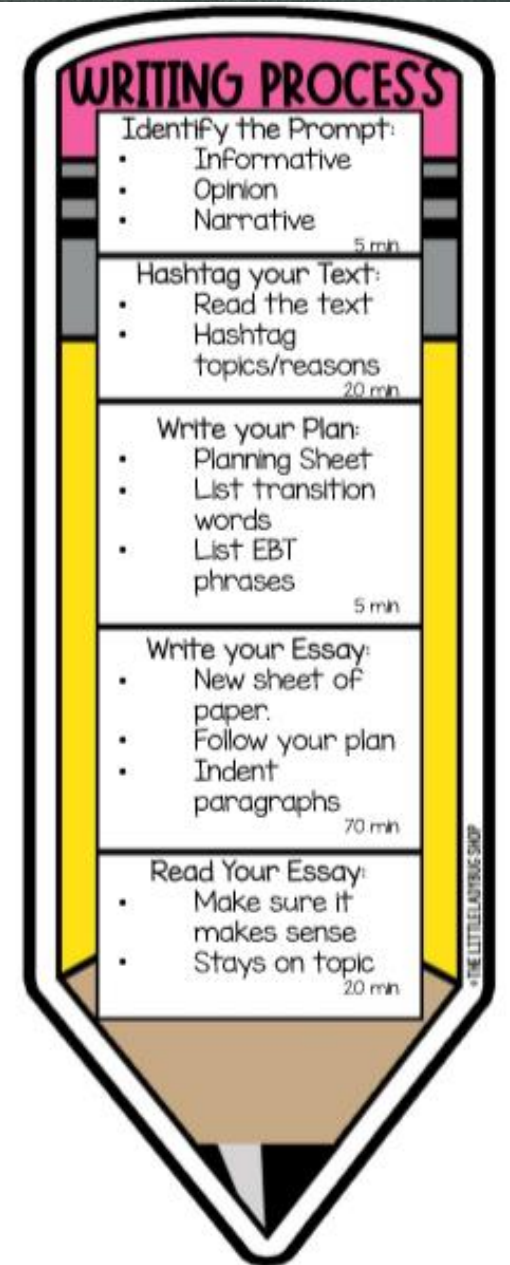
Thursday, April 2<sup>nd</sup>, 2020

# WRITING PROCESS - IDENTIFY THE PROMPT

- Students should underline the main focus of the prompt and identify what kind of essay they are going to write

Example:


*Think about how you can make a difference in your community. Using information from the text, explain what work you would do and tell how this work would make a difference in your community.*





# WRITING PROCESS-HASHTAG TOPICS/REASONS

10 There are two species of known alligators in the world, the American Alligator and the Chinese Alligator. The American Alligator can be found in the wetlands of the Southern United States, in North America. These reptiles have been hunted for many years and at one point, were close to extinction. In order to protect this species, they were listed under the Endangered Species Act, making hunting alligators illegal. Due to the efforts of the Endangered Species Act, the species has made a huge recovery and was taken off the endangered species list in 1987. Since the American Alligator population has repopulated so well, hunting and egg collecting is once again allowed.

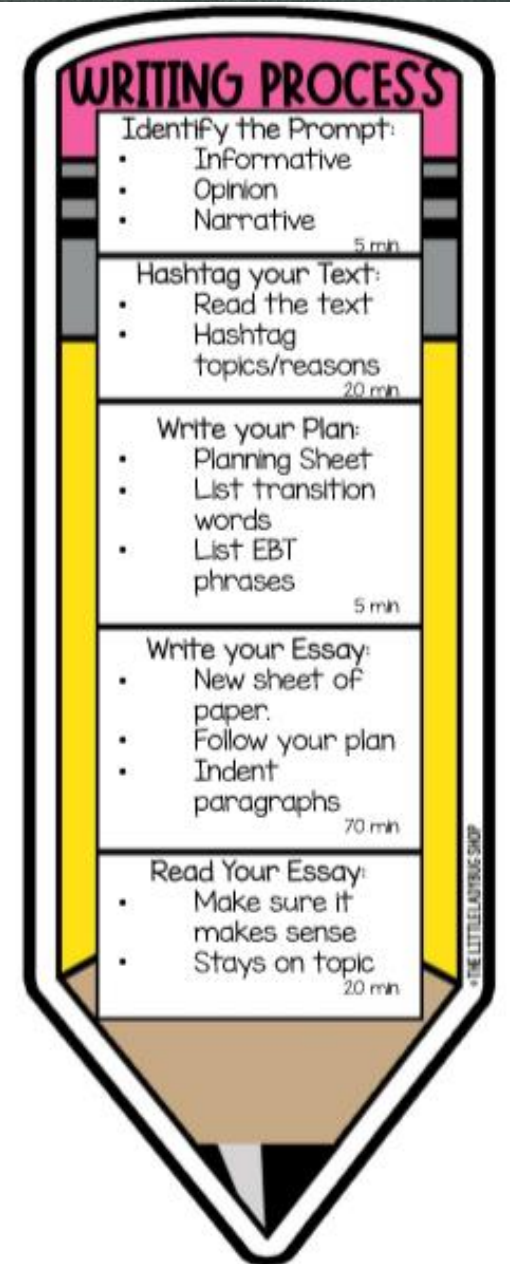


11 On the other hand, the Chinese Alligator is a class one endangered species. The Chinese Alligator can be found in the Sub Tropical regions of China, in low lying areas such as rivers, streams, and marshes. This species of Alligator is classified as critically endangered because it has a decline in population greater than 80% in specific areas of population. The destruction of their habitats comes largely from the conversion of the lands they inhabit being used for agricultural purposes. The Chinese Alligator is very similar to the American Alligator in appearance. However, these reptiles are much smaller.

**A**

**B**

**T1 - Species**





# WRITING PROCESS-WRITING A PLAN

## Informative Essay Plan

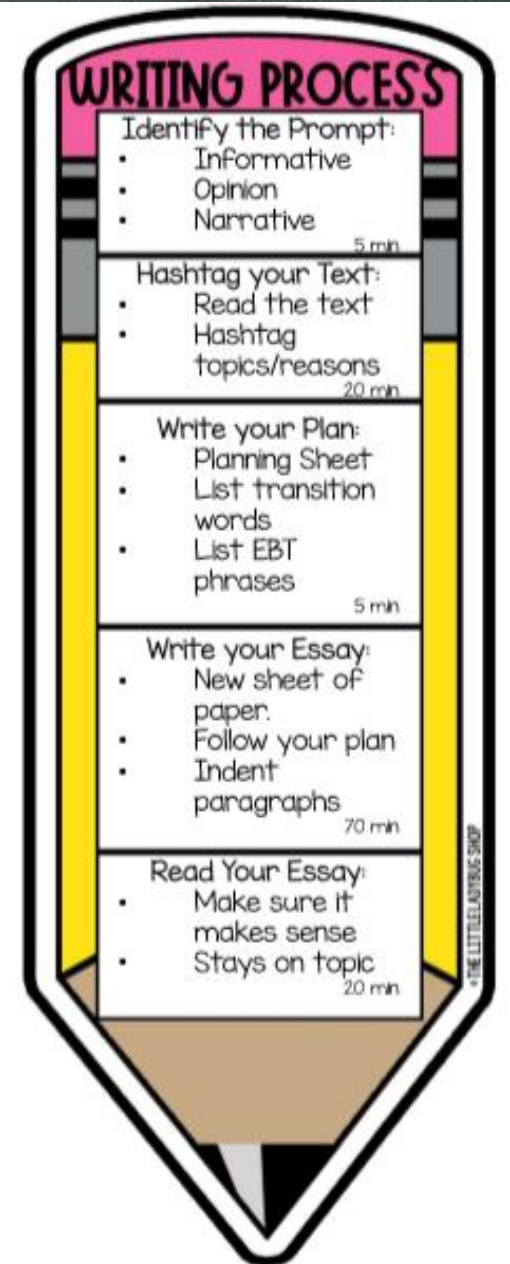
I:  
T1: A.  
B.  
T2: A.  
B.  
T3: A.  
B.  
C:

## Opinion Essay Plan

I:  
R1: A.  
B.  
R2: A.  
B.  
R3: A.  
B.  
C:

Pro Tip:

Plans are written on a separate planning sheet and will not be graded.



# FSA WRITING RUBRIC: HOW STUDENTS WILL BE GRADED

- Stay on point with what the prompt is asking
- Transitional Words/Phrases
  - First, Next, Then, Last
  - To begin with, Another topic, Finally
- Must have an introduction and conclusion

PRO TIP:

Remind your student when the teacher gives the 15 minute warning, to wrap up whatever paragraph they are working on and write their conclusion.

Purpose, Focus, and Organization	
Score 4	<p>My writing response is fully supported and always focused with the purpose, audience, and task. My writing is clearly organized, in a logical order, and is complete. My writing includes most of the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> A clearly stated main idea that is strongly supported with little or no loosely related details</li><li><input type="checkbox"/> Expert use of transitional words/phrases to explain the connections between my ideas</li><li><input type="checkbox"/> Well organized ideas from beginning to end with a well-written introduction and conclusion</li></ul>
Score 3	<p>My writing response is supported and usually focused with the purpose, audience, and task. My writing has organization and a sense of completeness. My writing includes most of the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> A supported main idea, but there are some loosely related details</li><li><input type="checkbox"/> Acceptable use of transitional words/phrases to explain the connections between my ideas</li><li><input type="checkbox"/> Organized ideas from beginning to end with an acceptable introduction and conclusion</li></ul>
Score 2	<p>My writing response is somewhat supported with the purpose, audience, and task but has unrelated information. My writing has unpredictable organization. My writing might include the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> A partly focused main idea that is not well supported with details, or a main idea that is not clear</li><li><input type="checkbox"/> Some transitional words/phrases used with little variety</li><li><input type="checkbox"/> Uneven organization of ideas from beginning to end and little or no introduction and/or conclusion</li></ul>
Score 1	<p>My writing response is connected to the topic but may show little or no connection to the purpose, audience, and task. My writing may have little or no organizational structure. My writing may include:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> No main idea or an unclear main idea</li><li><input type="checkbox"/> Many extra details that are not related to the topic</li><li><input type="checkbox"/> Few or no transitional words/phrases</li><li><input type="checkbox"/> Not enough written to show focus or organization</li></ul>

# FSA WRITING RUBRIC: HOW STUDENTS WILL BE GRADED

- Evidence-Based Terminology
  - “According to the text,”
  - “For example,”
  - “Based on this information,”
- Variety of details
  - Quotations
  - Paraphrased examples/explanations
  - Inferences
- Academic Vocabulary specific to focus of prompt.

PRO TIP:

Have your student create a “Go To” list of Transitional words and EBT phrases they can remember to use faithfully.

Evidence and Details	
Score 4	<p>My writing shows detailed and convincing support/evidence for my main idea and includes the expert use of sources, facts, and details. My writing includes most of the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Important evidence included smoothly and completely with references to sources</li><li><input type="checkbox"/> Expert use of different types of details (including but not limited to definitions, quotations, and examples)</li><li><input type="checkbox"/> Clearly written ideas using specific/precise language</li><li><input type="checkbox"/> Academic vocabulary is clearly appropriate for the audience and purpose</li><li><input type="checkbox"/> Many types of sentence structures</li></ul>
Score 3	<p>My writing shows acceptable support/evidence for my main idea and includes the use of sources, facts, and details. My writing includes most of the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Evidence from sources, though my references might be too general</li><li><input type="checkbox"/> Acceptable use of different types of details (i.e. definitions, quotations, and examples)</li><li><input type="checkbox"/> Acceptable written ideas that show a mix of specific and general language</li><li><input type="checkbox"/> Academic vocabulary is mostly appropriate for the audience and purpose</li><li><input type="checkbox"/> Some difference in sentence structures</li></ul>
Score 2	<p>My writing shows uneven or random support/evidence for my main idea and includes only some use of sources, facts, and details. My writing may include the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Weak evidence from sources and unusual or pointless references</li><li><input type="checkbox"/> Repeating the same types of details or using them incorrectly</li><li><input type="checkbox"/> Unclear or very simple ideas written</li><li><input type="checkbox"/> Academic vocabulary is inappropriate for the audience and purpose</li><li><input type="checkbox"/> Most sentences are short, simple sentences</li></ul>
Score 1	<p>My writing shows little or no support/evidence for my main idea and includes little if any use of sources, facts, and details. My writing may include the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Little or no evidence from the source text</li><li><input type="checkbox"/> Ideas that are not clear or confusing</li><li><input type="checkbox"/> Limited language and inappropriate academic vocabulary</li><li><input type="checkbox"/> Sentences are short, simple sentences</li></ul>



# FSA WRITING RUBRIC: HOW STUDENTS WILL BE GRADED

- C.U.P.S.
  - Capitalization
  - Usage
  - Punctuation
  - Spelling

Conventions	
Score 2	<p>My writing shows acceptable understanding of basic conventions. My writing may include the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Some minor errors in word usage, but I don't repeatedly make the same error.</li><li><input type="checkbox"/> Acceptable punctuation, capitalization, sentences, and spelling</li></ul>
Score 1	<p>My writing shows that I only understand parts of basic conventions. My writing may include the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Many errors in word usage</li><li><input type="checkbox"/> Little or no use of punctuation, missing capital letters, incomplete or run-on sentences, and many spelling errors in words I should know how to spell.</li></ul>
Score 0	<p>My writing shows that I'm still learning how to use conventions. I have so many errors that it confuses the reader.</p>

PRO TIP:

Have your student go through their own essay and make corrections using the CUPS checklist.

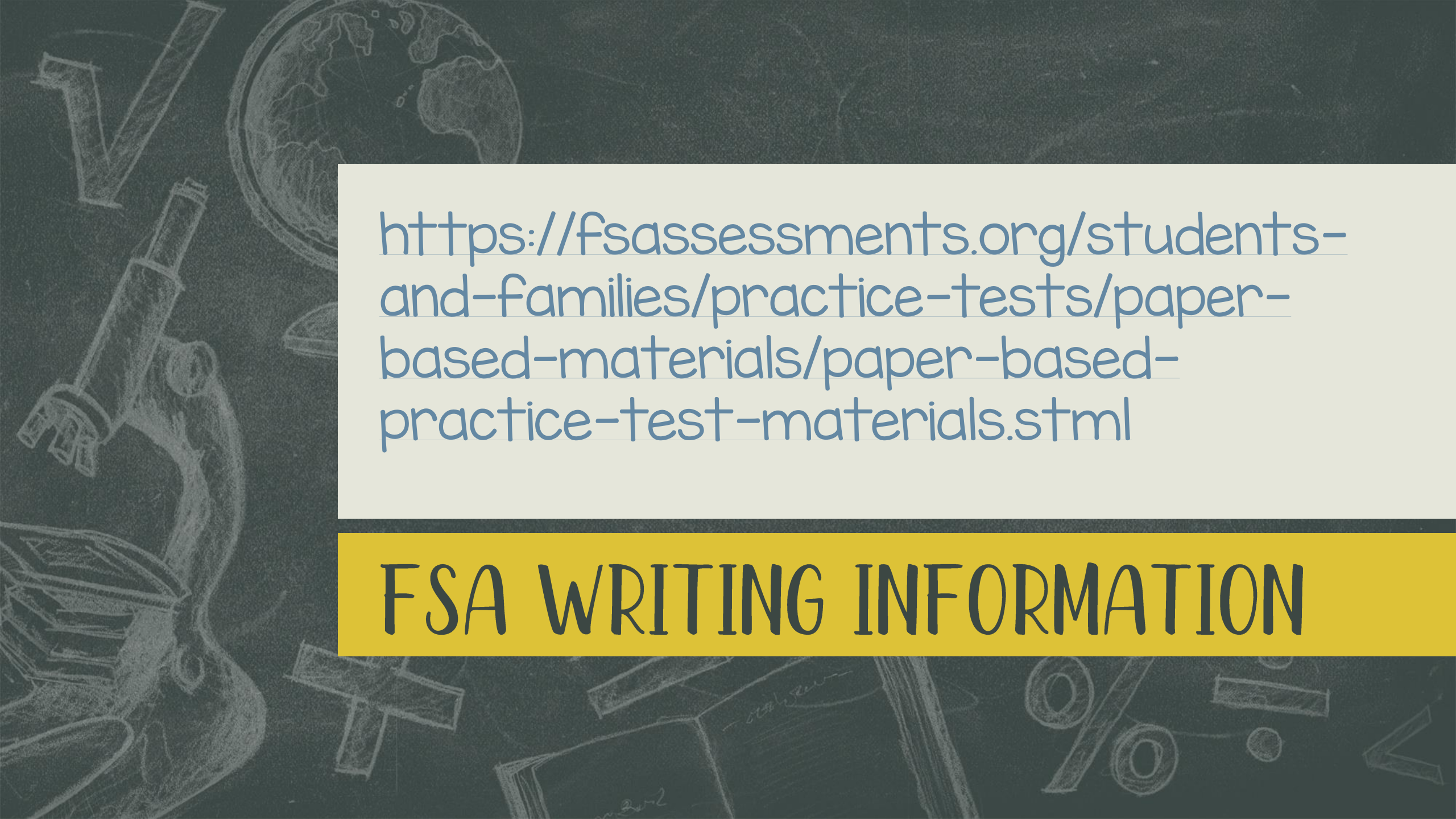
# TIME MANAGEMENT

When practicing writing at home, please use this format to help acclimate your student to the flow of the FSA Writing Assessment.

- Reading prompt and passages- 30 minutes
- Composing a plan - 5 minutes
- I-paragraph - 10 minutes
- Body Paragraphs -
  - 20 minutes each
  - 60 minutes total
- C-paragraph - 10 minutes

---

Total Time - 115 minutes/120 minutes allowed

The background is a dark, textured surface with various educational icons drawn in a light, chalk-like style. These include a large letter 'V' in the top left, a globe in the top center, a microscope on the left side, a stack of books at the bottom left, a plus sign and a percentage sign at the bottom, and an open book with the word 'calculus' written on it at the bottom center.

<https://fsassessments.org/students-and-families/practice-tests/paper-based-materials/paper-based-practice-test-materials.shtml>

## FSA WRITING INFORMATION



The background features a dark, textured surface with various white, chalk-like sketches of educational icons. These include a large letter 'V' in the top left, a globe in the top center, a microscope on the left side, a stack of books at the bottom left, a cross symbol at the bottom center, an open book with handwritten text at the bottom center, a percentage sign at the bottom right, and a less-than sign at the bottom right.

# ENGLISH & LANGUAGE ARTS

Session #1 – Tuesday, May 5<sup>th</sup>, 2020

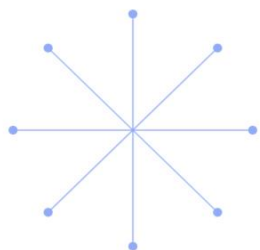
Session #2 – Wednesday, May 6<sup>th</sup>, 2020



- Franklin is implementing the Clever Single Sign-On (SSO) platform for students and teachers.
- The Clever Portal gives students and teachers SSO (Single Sign On) into many of our digital learning programs, all in one place. Once you login to Clever, you can go to another application automatically without having to login again. It is an easy way for our students to access all of the learning applications they use at school.



# School works better with Clever.



CLEVER PORTAL

*Good things happen*  
when students log in and learn







## Franklin Academy Charter School

[Not your district?](#)

### Hints for logging in with Google

Username hint:

Student username format is:

123456@students-franklin-academy.org

Teacher username format is:

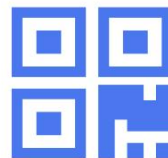
last.first@franklin-academy.org



Log in with Google

Having trouble? [Get help logging in!](#)

Clever



Clever Badge log in

[District admin log in](#)

# Clever

Clever © 2019  
[Privacy Policy](#) • [Terms of Service](#)



[Teacher Pages](#)[Supplemental Resources](#)[Docs & Files](#)[Franklin Academy](#)[Clever Help Resources](#)

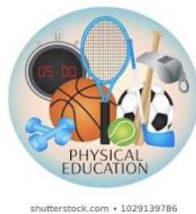
## Teacher Pages



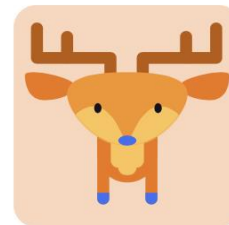
A. Hernandez's  
Page



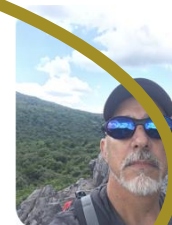
D. Sosa's Page



E. Easter's Page



Mrs. Shore's Page

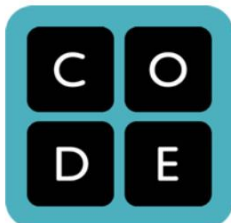


R. Mondjar's  
Page

## Supplemental Resources



Broward County  
Library



Code.org



ConnectEd



Duolingo



PBS Kids



STEMScopes



Typing.com

[Teacher Pages](#)[Supplemental Resources](#)[Docs & Files](#)[Franklin Academy](#)[Clever Help Resources](#)

## Docs & Files



Google  
Classroom



Google Docs



Google Drive



Google Sheets



Google Slides



Office 365

## Franklin Academy



ClassDojo



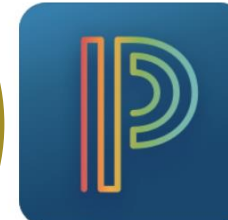
FortifyFL ?



Franklin  
Academy ?



i-Ready



PowerSchool



Reflex SSO



Edmentum -  
Study Island



USATestprep



# HOW CAN I CHECK IF A BOOK IS AR?

RENAISSANCE Accelerated Reader Bookfinder™

United States

Student Quick Search Advanced Search Collections

Diary of a Wimpy Kid Search

Enter Keycode Go

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.

Refine Your Search

Interest Level  
Lower Grades (3335)  
Middle Grades (2486)  
Upper Grades (289)  
Middle Grades Plus (86)

Fiction/Nonfiction  
Nonfiction (3209)  
Fiction (2987)

Language  
English (5614)  
Spanish (582)

Topic  
Series (5240)  
Animals (1057)  
People (916)  
Science (906)  
Family Life (875)  
Community Life (669)  
Sports/Recreation (631)  
Interpersonal Rela... (496)  
Adventure (483)  
Canadian Content (465)

**Search Results**  
Titles 1 - 20 of 6196

« Previous Page 1 of 310 Next » Go to Page Go Sort By Relevance

**Diary of a Wimpy Kid: The Last Straw**  
Kinney, Jeff  
AR Quiz No. 127979 EN Fiction  
IL: MG - BL: 5.4 - AR Pts: 3.0  
AR Quiz Types: RP, VP  
Rating: ★★★★★  
Middle-schooler Greg Heffley nimble sidesteps his father's attempts to change Greg's wimpy ways until his father threatens to send him to military school. Book #3

+ Add to AR BookBag™

**Diary of a Wimpy Kid: The Meltdown**  
Kinney, Jeff  
AR Quiz No. 197954 EN Fiction  
IL: MG - BL: 5.5 - AR Pts: 3.0  
AR Quiz Types: RP, VP  
Rating: ★★★★★  
When snow closes Greg Heffley's middle school, he and his best friend, Rowley Jefferson, face a fight for survival as warring gangs turn the neighborhood into a wintry battlefield. Book #13

+ Add to AR BookBag™

www.arbookfind.com



## Points Scan

Straight Path Apps Education

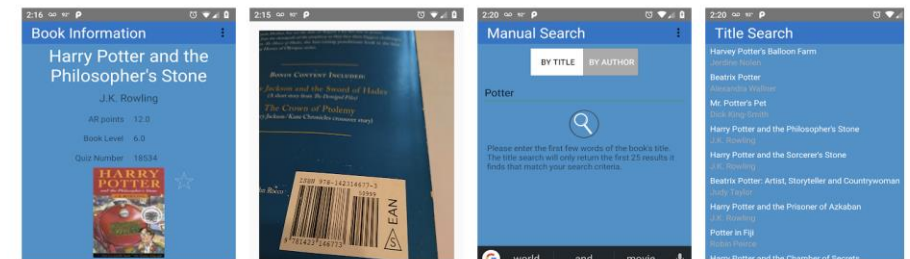
★★★★★ 507

Everyone

Contains Ads

Add to Wishlist

Install



Want to know how many Accelerated Reader™ points a book is worth? Points Scan lets you scan a book's barcode with your smart phone and instantly link to AR™ information.

Straight Path Apps brings you the easiest, most convenient way to learn a book's AR™ point value and level when you're on the go. Simply scan the book's ISBN (barcode) using your device's camera as a scanner and one screen later, you'll see the book's AR™ level, point value and quiz number. If your

Download the app Points Scan

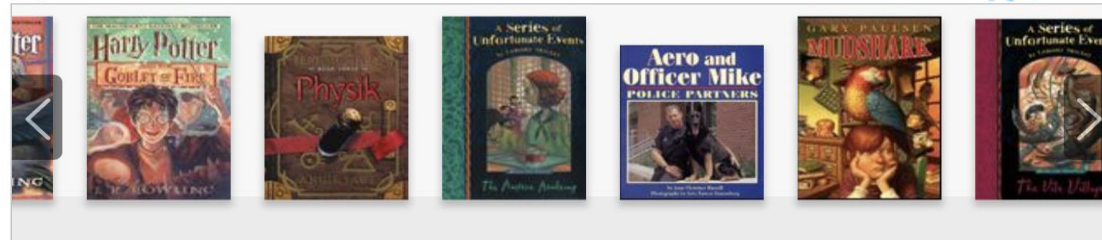
# ACCELERATED READER



## Find a Book

[Search](#)[Filters ▼](#)

## Top Book Ideas For You



## Take a Vocabulary Quiz

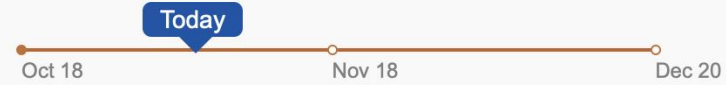


**Reading Practice** >

[Certifications](#)

[Vocabulary Practice](#)

**Reading Practice**  
Current Marking Period



% Correct  
**92.9**

Average on  
comprehension  
**QUIZ GRADE**

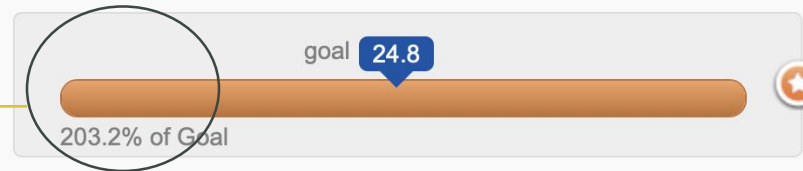
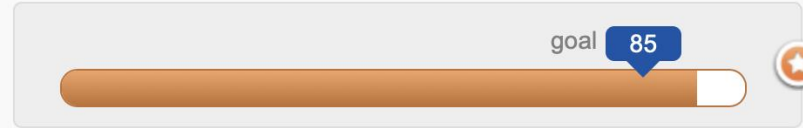
Points  
**50.4**

Percent Of goal met  
**CLASSWORK GRADE**

ATOS Level  
**5.9**

Books Read  
**12**

12 of 12 quizzes passed



No goal set  
Suggested ZPD: 4.4 - 7.7

Words Read	Fiction	Nonfiction
<b>363,410</b>	<b>95.2%</b>	<b>4.8%</b>

AR is worth two grades in the gradebook




# READING PASSAGES

- *Students must:*
  - Refer back to the text to find his/her answers.
  - Always hashtag every single answer. This proves to you that the answers chosen are the correct one. If you can't find your answer in the reading it is most likely incorrect.
  - Always use the process of eliminations. Start off with the ones you know for sure are not the answers.
  - Underline specific directions in the questions.
  - Restate the question in short responses and ALWAYS prove their answers.

**R.A.C.E.**

**What is the R.A.C.E. writing strategy?**

R.A.C.E. is a writing strategy for answering open ended questions.



**R**

**Restate the question.**

Turn the question around into a statement

- Take the prompt & cross off the question word

**EXAMPLE:** Question: Why is it important to recycle?

Restate: It is important to recycle, because

**A**

**Answer the question.**

Answer all parts of the question.

- This can sometimes be done in the same sentence as "R" above.

**EXAMPLE:** Answer: It is important to recycle, because it keeps our natural environment clean.

**C**

**Cite evidence.**

Use key details and facts from the text to support your answer.

- According to the text...
- The author says...
- I know \_\_\_\_, because...
- For example...

**E**

**Explain your reasoning.**

Explain why this text evidence clearly supports your answer.

- This shows that...
- This evidence tells us...
- This is why...
- This means...
- This proves...
- It is clear that...



## Read

Genre: Fable

## WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **certainly**
- **conversation**
- **native**

# The Two Frogs

## a Japanese Fable

1 Once upon a time in the country of Japan, there lived two frogs. **One made his home in a ditch near the town of Osaka, on the seacoast. The other dwelt in a clear little stream that ran through the city of Kyoto.**

# 4

At such a distance apart, they had never heard of each other. But funnily enough, the idea came into both their heads that they should like to see a little more of the world. After much thought, the frog who lived at Kyoto decided he wanted to see Osaka and the sea. At the same time, the frog who lived at Osaka decided he wanted to go to Kyoto . . .

2 So one fine morning, they both set out along the road that led from Kyoto to Osaka. Half way between the two towns, there arose a mountain that had to be climbed. It took them a long time and a great many hops to reach the top, but they were there at last. Each was surprised to see another frog standing before him!

3 They looked at each other for a moment without speaking. Then they fell into conversation, explaining the cause of being so far from home.

It was delightful to find that they both felt the same wish—to learn a little more of their native country. As there was no hurry, they stretched themselves out in a cool, damp place for a good rest before they parted.

4 “What a pity we are not bigger,” said the Osaka frog. “We could see both towns from here and tell if it is worth our while going on.”

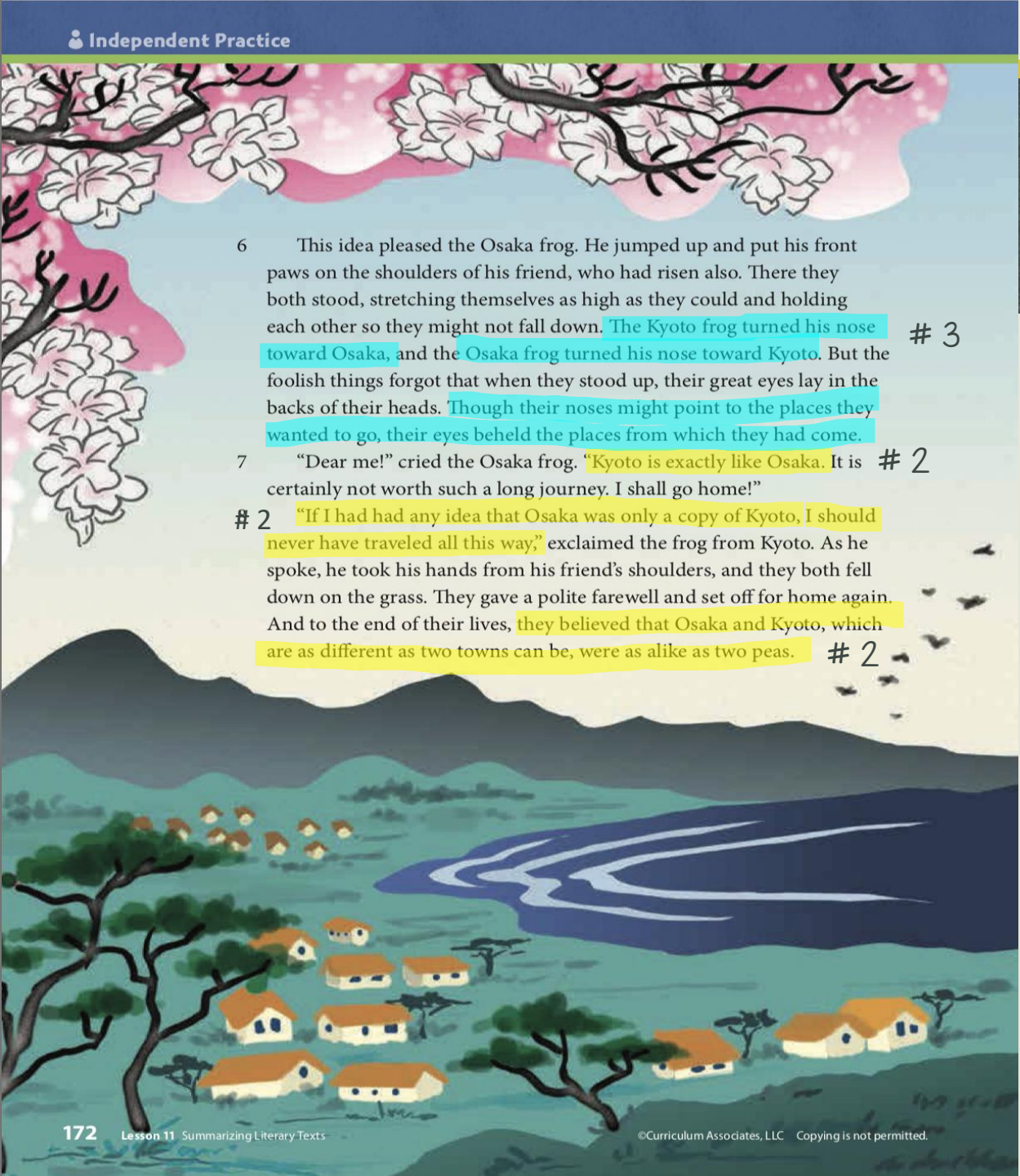
5 “Oh, that is easy,” returned the Kyoto frog. “We have only to stand up on our hind legs and hold on to each other. Then we can each look at the town we are traveling to.”



©Curriculum Associates, LLC Copying is not permitted.

©Curriculum Associates, LLC Copying is not permitted.



- 
- 6 This idea pleased the Osaka frog. He jumped up and put his front paws on the shoulders of his friend, who had risen also. There they both stood, stretching themselves as high as they could and holding each other so they might not fall down. **The Kyoto frog turned his nose toward Osaka, and the Osaka frog turned his nose toward Kyoto.** But the foolish things forgot that when they stood up, their great eyes lay in the backs of their heads. **Though their noses might point to the places they wanted to go, their eyes beheld the places from which they had come.** # 3
- 7 "Dear me!" cried the Osaka frog. **"Kyoto is exactly like Osaka. It is certainly not worth such a long journey. I shall go home!"** # 2
- # 2 **"If I had had any idea that Osaka was only a copy of Kyoto, I should never have traveled all this way,"** exclaimed the frog from Kyoto. As he spoke, he took his hands from his friend's shoulders, and they both fell down on the grass. They gave a polite farewell and set off for home again. And to the end of their lives, **they believed that Osaka and Kyoto, which are as different as two towns can be, were as alike as two peas.** # 2

**Think** Use what you learned from reading the fable to respond to the following questions.

- 1 Create a summary of important story events by choosing sentences from the box below. Write **three** sentences that describe the events in the box titled "Summary." Write the sentences in the order they happened.

The frogs rested in the cool, damp shade.  
They decided not to continue their journeys.  
It took time for the frogs to climb the mountain.  
They tried to see the town they hoped to visit.  
Two frogs were traveling to new towns.  
They were surprised to see another frog.

### Summary

- 1 Two frogs were traveling to new towns.
- 2 They tried to see the town they hoped to visit.
- 3 They decided not to continue their journeys.

- 2 Which statement **best** summarizes paragraphs 7 and 8 in the text?

- A Both frogs show each other proof that their hometowns and the towns they are traveling to are copies of each other. X
- B** Both frogs decide to stop traveling because they incorrectly believe the new towns are like their hometowns.
- C Both frogs politely say goodbye and leave for their hometowns after falling on the grass. X
- D Both frogs say they wish they had never started on their journeys, and then they leave for home. X



- 3 This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

Which statement **best** describes why the frogs make the mistake they did?

- A Kyoto looked exactly like Osaka, so the frogs did not think such a long journey was worth it. **X**
- B Each frog stood up on his hind legs and held on to the other frog to see the town he wanted to visit. **X**
- C** The frogs' noses pointed in the right direction, but their eyes only saw what was behind them.
- D The frogs got confused about the direction each of them had been traveling. **X**

**Part B**

Underline **two** details in paragraph 6 that **best** support your answer in Part A.

... There they both stood, stretching themselves as high as they could and holding each other so they might not fall down. The Kyoto frog turned his nose toward Osaka, and the Osaka frog turned his nose toward Kyoto. But the foolish things forgot that when they stood up, their great eyes lay in the backs of their heads. Though their noses might point to the places they wanted to go, their eyes beheld the places from which they had come.

- 4 In paragraph 1, what is the meaning of the word dwelt?

- A ate **X**
- B** lived
- C slept **X**
- D swam **X**



**Write**

- 5 **Short Response** Summarize important story events that occur after paragraph 4 when the frogs decide to view the towns from the mountain. Use story details to support your summary.

**PROVE IT!**

Sample response: In paragraph 6, the frogs help each other stand up to see the towns they want to visit. Then, as the frogs stand up, their eyes point backwards. The story says, "their eyes beheld the places from which they had come." Based on their confusion about the towns they see, the two frogs wrongly conclude that the towns are very much like their own and that the long journey is not worth the trouble. As a result, they leave for home, never learning that Osaka and Kyoto "are as different as two towns can be."



**Learning Target**

In this lesson, you learned to summarize the most important events and details in a literary text. Explain how learning to summarize will help you better understand a story or drama.

# SHORT RESPONSE RUBRIC

## 5 2-Point Writing Rubric

Points	Focus	Evidence	Organization
2	My answer does exactly what the prompt asked me to do.	My answer is supported with plenty of details from the text.	My ideas are clear and in a logical order.
1	Some of my answer does not relate to the prompt.	My answer is missing some important details from the text.	Some of my ideas are unclear and out of order.
0	My answer does not make sense.	My answer does not have any details from the text.	My ideas are unclear and not in any order.

# TEST TAKING REMINDERS

- No bubbles should be marked except the one that is being chosen as an answer.
- If students write outside of the short response box their response will not be scored.
- Part A and part B questions go together. If one part is wrong the entire question is wrong.

This question has two parts. First, answer Part A. Then, answer Part B.

## Part A

What is the theme of Passage 1?

- ☐ Ⓐ High hopes can lead to disappointment.
- ☐ Ⓑ Listen to those who are older and wiser.
- ☐ Ⓒ If you are nice to others, they will be nice to you.
- ☒ Ⓓ When planning an event, be sure to include everyone.

## Part B

Which sentence from the story supports the answer in Part A?

- ☐ Ⓐ "She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit." (paragraph 2)
- ☐ Ⓑ "'What did you bring me from the supper?' she asked." (paragraph 5)
- ☐ Ⓒ "She ate it, and then she turned to her three children, for she had something important to say to them." (paragraph 6)
- ☐ Ⓓ "'To those who are thoughtful of their mother, great blessings come.'" (paragraph 9)



The background is a dark, textured surface with various educational icons drawn in a light, chalk-like style. These include a large letter 'V' in the top left, a globe in the top center, a microscope on the left side, a stack of books in the bottom left, a plus sign in the bottom center, an open book with the word 'calculus' written on it in the bottom center, a percentage sign in the bottom right, and a less-than sign in the bottom right corner.

# FSA MATH

Session 1 Tuesday May 12<sup>th</sup>

Session 2 Wednesday May 13<sup>th</sup>

# MATH FSA

- Practice tests are available on the FSA portal - <https://fsassessments.org/>
- 2 test sessions 80 minutes each
- Paper based test
- Students must score a 3 or higher to pass
- Areas of Focus
  - Operations and Algebraic Thinking
  - Numbers and Operations in Base Ten
  - Numbers and Operations Fractions
  - Measurement, Data, and Geometry

The screenshot shows the Florida Standards Assessments (FSA) portal homepage. The top navigation bar includes links for Home, Students & Families, Test Administration, Technology Resources, and About the FSAs, along with a Search Resources field. The main header features the Florida Standards Assessments logo and a palm frond graphic. A left sidebar contains four menu items: Students & Families, Test Administration, Technology Resources, and About the FSAs. The main content area is titled 'Welcome to the FSA Portal' and provides information about the assessment system, including a link to the K-12 student assessment page. A right sidebar contains five buttons: Administer the FSA, Secure Browser, FSA Resources, Practice Tests, and FSA Reporting System. At the bottom, there is a Twitter feed for FDOE on Twitter.

Home Students & Families Test Administration Technology Resources About the FSAs Search Resources

**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 Science or NGSSS EOC Assessments, please visit <http://www.fldoe.org/accountability/assessments/k-12-student-assessment>.

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

**Students & Families**

**Test Administration**

**Technology Resources**

**About the FSAs**

**Administer the FSA**

**Secure Browser**

**FSA Resources**

**Practice Tests**

**FSA Reporting System**

**TIDE**

**FDOE on Twitter**

Tweets by @EducationFL



# ACHIEVEMENT LEVELS

Assessment		Level 1	Level 2	Level 3	Level 4	Level 5
<b>Mathematics Scale Scores (240–393) for Each Achievement Level</b>	Grade 3 Mathematics	240–284	285–296	<b>297–310</b>	311–326	327–360
	Grade 4 Mathematics	251–298	299–309	<b>310–324</b>	325–339	340–376
	Grade 5 Mathematics	256–305	306–319	<b>320–333</b>	334–349	350–388

**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



# THINK CENTRAL

## *GO Math Resources*

- Carmen San Diego
- Math on the Spot Video
- Animated Math Models
- Interactive Student Edition

The screenshot shows the THINK central website interface. At the top, there is a blue header with the THINK central logo on the left, and links for 'Help | Log Out' and a user icon on the right. Below the header is a yellow bar. The main content area is white and features a 'My Library' section. On the left side of this section is a vertical sidebar with icons for 'Things to Do', 'My Scores', 'My Library', 'Mathematics', and 'Reading'. The 'My Library' section itself has a 'Search Library' button with a magnifying glass icon. Below this, there is a message: 'Can't find it? Try searching the library. If you still can't find what you are looking for then ask your teacher to help.' The main area displays a grid of resource icons and titles:

- GO Math! Florida Common Core Enrich Book (SE), G4
- GO Math! Florida Common Core Student Edition, G4
- Interactive Student Edition, G4
- GO Math! Multimedia eGlossary, K-6
- iTools Intermediate
- GO Math! Student Edition eBook, G4
- GO Math! Animated Math Models, G4
- Mega Math
- GO Math! Florida Common Core Standards Practice (SE), G4
- GO Math! CARMEN SANDIEGO Math Detective Activities G4
- Math on the Spot Video Tutorial, GK-6
- Go Math! STEM Activities SE, G4

# KHAN ACADEMY

Courses ▾

Search



 Khan Academy

Donate



0 20,752 0 0 0 0 0 0 0 13

MS. HERNANDEZ PM MATH

Assignments

MY STUFF

Courses

MY ACCOUNT

Progress

Profile

Teachers

MS. HERNANDEZ PM MATH

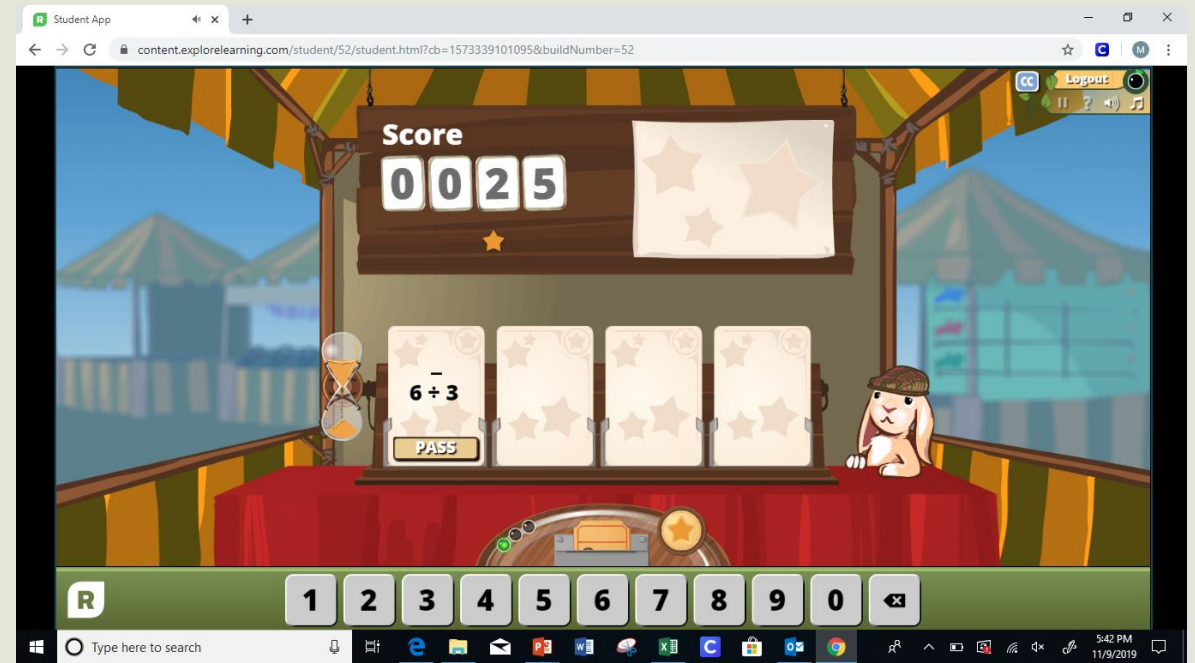
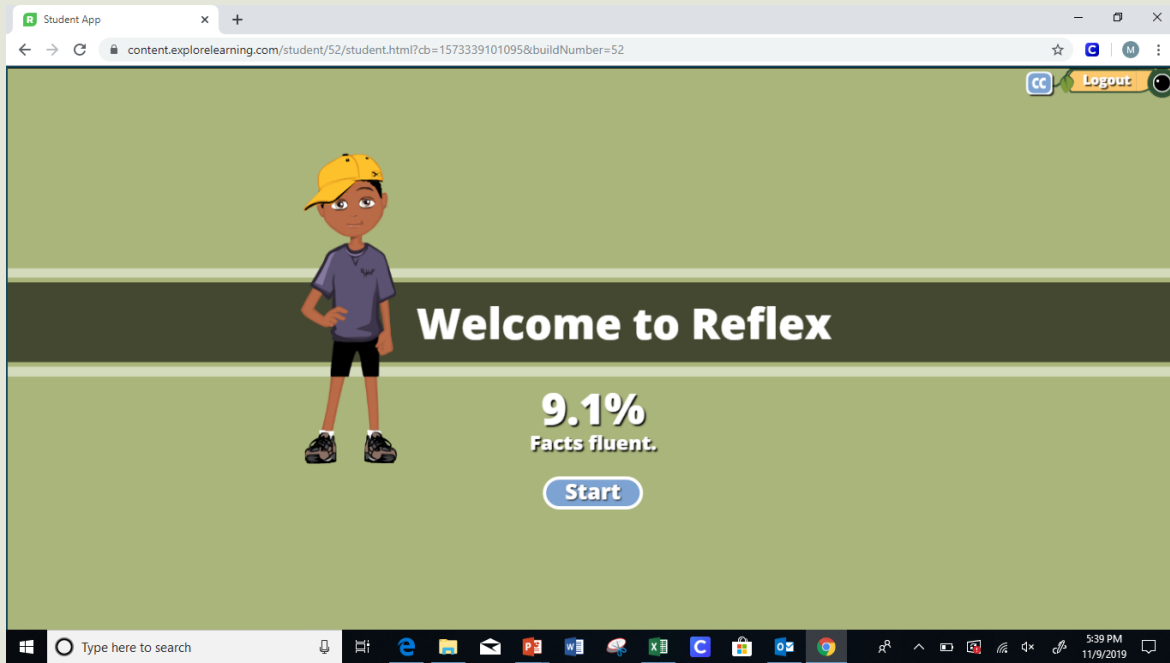
## My assignments

Active

Past

ALL UPCOMING	CLASS	DUE DATE & TIME	STATUS
► 2-step estimation word problem	Ms. Hernandez PM math	Dec 28th, 11:59 PM	<a href="#">Start</a>
* 2-step estimation word problems	Ms. Hernandez PM math	Dec 28th, 11:59 PM	<a href="#">Start</a>
* Represent multi-step word proble...	Ms. Hernandez PM math	Dec 28th, 11:59 PM	<a href="#">Start</a>
* Multi-step word problems with wh...	Ms. Hernandez PM math	Dec 28th, 11:59 PM	<a href="#">Start</a>
* Division: Quiz 4	Ms. Hernandez PM math	Dec 28th, 11:59 PM	<a href="#">Start</a>
* Division: Unit test	Ms. Hernandez PM math	Dec 28th, 11:59 PM	<a href="#">Start</a>
► Finding factors of a number	Ms. Hernandez PM math	Dec 28th, 11:59 PM	<a href="#">Start</a>
► Finding factors and multiples	Ms. Hernandez PM math	Dec 28th, 11:59 PM	<a href="#">Start</a>
* Factor pairs	Ms. Hernandez PM math	Dec 28th, 11:59 PM	<a href="#">Start</a>
* Identify factors	Ms. Hernandez PM math	Dec 28th, 11:59 PM	<a href="#">Start</a>


# REFLEX MATH



Games designed to help students master basic facts in addition, subtraction, multiplication and division.




# VIDEO RESOURCES




Comparing Fractions - 4th Grade Mage Math

Math & Learning Videos 4 ...  
74K views • 10 months ago




Subtracting Mixed Numbers - 4th Grade Mage Math

Math & Learning Videos 4 ...  
9.3K views • 10 months ago



Adding Mixed Numbers / Fractions - 4th Grade Video...

Math & Learning Videos 4 ...  
10K views • 1 year ago

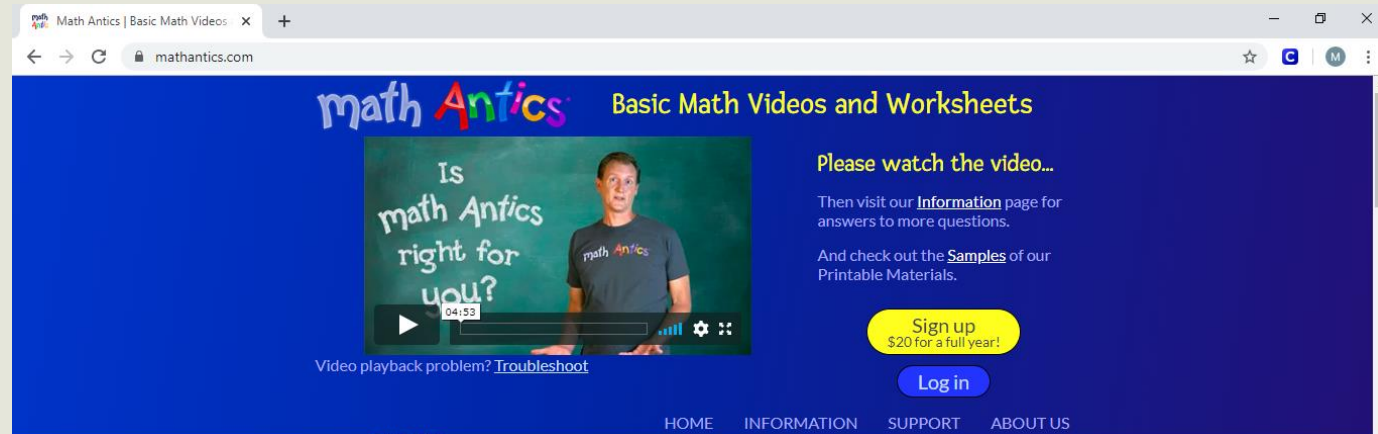


Adding Multi-Digit Numbers - 4th Grade Math Videos

Math & Learning Videos 4 ...  
18K views • 1 year ago

Youtube has many 4<sup>th</sup> grade math videos

- Math Antics
- Math & Learning Videos 4kids
- Mathmage



The screenshot shows the Math Antics website. The header includes the logo "math Antics" and the text "Basic Math Videos and Worksheets". A central video player shows a man standing in front of a chalkboard with the text "Is math Antics right for you?". To the right of the video, there is a section titled "Please watch the video..." with links to "Information" and "Samples". Below this, there is a "Sign up" button with the text "\$20 for a full year!". At the bottom, there is a "Log in" button and a navigation menu with links for "HOME", "INFORMATION", "SUPPORT", and "ABOUT US".