



FSA
ELA & Mathematics
Assessments

Grade 5
FSA ELA Writing
Practice Test

The purpose of these practice test materials is to orient teachers and students to the types of passages and prompts on FSA ELA Writing tests. Each spring, students in grades 4–10 are administered one text-based writing prompt for the FSA English Language Arts test. Students will respond to either an informative/explanatory prompt or to an opinion/argumentation prompt. An example of a text-based writing prompt for each grade is available for practice. To familiarize students with the response formats, teachers may encourage students to practice with each type of prompt within a grade band.

The following FSA ELA Writing Practice Tests are available on the Florida Statewide Assessments Portal as shown below:

Elementary Grade Band

Grade 4 - Informative/Explanatory

Grade 5 - Opinion

Middle Grade Band

Grade 6 - Informative/Explanatory

Grade 7 - Argumentation

Grade 8 - Informative/Explanatory

High School Grade Band

Grade 9 - Argumentation

Grade 10 - Informative/Explanatory

The practice test is not intended to guide classroom instruction.

Read the “Should Elementary School Students Switch Classes?” passage set.

Should Elementary School Students Switch Classes?

Source 1: Difficult Decisions for Schools

by Lillian James

- 1 If your school is like most elementary schools, you stay with the same teacher to learn subjects like math, reading, science, and social studies. You might switch classes for gym, music, or art. But when you get to middle school, you’ll likely have a different teacher for each subject. Some people wonder whether students should switch classes earlier than in middle school.
- 2 Schools all over the country are changing to this model to see whether it improves student learning. Some schools are happy with the new system. Kathleen Marchetti is a fifth-grade teacher at a school in Salem, Massachusetts. She feels that switching classes allows her the time to be more creative than she could when she taught all subjects. Marchetti also points out there are some difficult parts of switching classes—for example, having more students than she did before.
- 3 Other schools have had less success with switching classes. The teachers don’t have enough extra time to plan together. They prefer a single classroom where they can plan at their own pace.
- 4 Brian Roberts is the assistant principal at Liberty Elementary School in Azle, Texas. He notes that parents have had mixed reactions. Some parents love how their children are learning more about each subject from teachers who are experts in that subject. Other parents find it hard to communicate with teachers. They feel it is easier to talk to one teacher who teaches their child all day, rather than try to talk with many teachers.
- 5 While switching classes at a young age can work for some kids, parents, and teachers, others will continue to find it hard. Schools will have to weigh the benefits and the drawbacks of each model to figure out what is best for their students.

“Difficult Decisions for Schools” by Lillian James. Written for educational purposes.

Source 2: Deeper Learning Through Specialization

by Leon Samuels

6 Nearly every high school in the country has different departments for each subject. The math teacher has a math background. The science teacher has a deep understanding of earth science or physics. These teachers get to teach what they know and take pride in knowing it well.

7 If this is good for high school students, it would help younger students as well. Younger children should move between different classes during the day so that they can learn more from teachers who are masters of their subject matter.

8 Some schools have already started switching classes in elementary school. Education consultant Steve Peha has seen the percent of his schools that switch classes increase from 5% to 20% in the past 15 years.

9 When a teacher teaches the same lesson throughout the day, he or she can ensure that students fully understand the material. The lesson may be of higher quality since the teacher only has to prepare one outstanding lesson to teach several times each day.

10 Teachers can take classes to deepen their knowledge of their subjects. Susana Cordova, the chief academic officer of elementary schools in Denver, Colorado, elementary schools, has seen increased interest in teacher training in single subject areas. According to Cordova, teachers feel that they learn more quickly when they only teach one subject area.

11 Ian Yale is the principal at Columbia Elementary School in Burbank, Washington. He says that even though he pays more for teacher training, he saves on school materials. Yale points out that he needed 90 books when each teacher taught math. But when one teacher teaches math to 30 students at a time, he only needs 30 books that can be used over and over again.

12 Students, teachers, and school leaders can all benefit from switching classes. With careful planning and good communication, students learn the most when they switch classes, even in elementary school.

"Deeper Learning Through Specialization" by Leon Samuels. Written for educational purposes.

Source 3: One Student, One Teacher

by Lucille Ruby

- 13 Young children need guidance, support, and stability. According to Donna Snyder, a professional development expert, this is provided by children's classroom teachers. By staying in one classroom with one teacher for the whole day, the youngest students can bond with their teachers. This connection with their teacher gives the young student confidence and creates a safe environment for learning.
- 14 Some schools are starting to consider having young students switch classes during the day. Seeing a different teacher for each subject may mean less work for the teacher. The teacher only teaches one lesson over and over each day, rather than planning a full day of lessons. Students, however, do not get to bond with teachers when they are only with each teacher for a short time each day.
- 15 A lot of time is lost when a child changes classes during the day as well. Students lose teaching time when they switch classrooms. Principal Kim Doecker of Blue Ridge Elementary in Walla Walla, Washington, notes that many young students have a hard time with transitions. Spending more time each day moving from room to room will make it harder for these students to learn.
- 16 Teachers also lose some freedom in their schedules. Teachers in multi-subject classrooms can extend a lesson as needed when they do not need to stick to a strict schedule. The teacher can also make more connections across subject areas when teaching. For example, the students may be learning about ancient Greece during social studies. They could then read stories about ancient Greece during reading, or study ancient Greek water systems during science.
- 17 Students need to switch classes in high school. These students need to learn from experts and focus on deeper learning in each subject as they prepare for college and careers. Young students need more of a bond with their teachers to develop a love of learning. While switching classes works well for older students, it does not meet the needs of the youngest learners.

"One Student, One Teacher" by Lucille Ruby. Written for educational purposes.

Writing Prompt

Write an article for the school newspaper in which you give your opinion about whether students in your school should switch classes for different subjects. Use information from the passages in your article.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- 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 response should be in the form of a multiparagraph essay. Write your response in the space provided.

A large rectangular area with horizontal lines for writing.

A large rectangular area with horizontal lines for writing.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



FSA
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Grade 5
FSA ELA Writing
Rubric

The FSA ELA Writing Rubric is a scoring tool that describes the characteristics of a written response for each score point within each domain. The rubric may assist educators with evaluating the strengths and weaknesses of student responses based on the text-based writing prompt/task included in the practice test as well as responses based on other text-based writing prompts/tasks educators choose to use in a classroom setting.

The FSA ELA Writing tests for Grades 7–10 will be administered online. Grades 4–6 will be paper-based assessments for all students and for students in Grades 7–10 with an IEP or 504 plan that specifies a paper-based accommodation. (Paper-based and online FSA ELA Practice Writing tests are available on the FSA portal so that students have an opportunity to practice with both administration formats.)

The following FSA ELA Writing Practice Tests are available on the Florida Statewide Assessments Portal:

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Grade 5 - Opinion

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Grade 7 - Argumentation

Grade 8 - Informative/Explanatory

High School Grade Band

Grade 9 - Argumentation

Grade 10 - Informative/Explanatory



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

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