

8th Grade Parent Night

English Language Arts

Meet the Teachers

Heather Branch

Sarah Bullard

Angela Callahan

Jana Willoughby



READING

- Progress is monitored by the STAR assessment three times per year
 - Test windows are:
 - August 13-August 24
 - November 26-December 7
 - March 19-March 29
- Test is adaptive to individual students
 - Questions 1-10 vocabulary based
 - Questions 11-END comprehension based
 - Skills assessed include: inferring, drawing conclusions, identifying main idea, and elements of fiction
- The STAR is part of the Renaissance 360 program which also administers the AR Program

READING

STAR/FSA CORRELATION

- Close correlation between STAR scores and predicted FSA

Relating Star Reading and Star Math to the Florida Standards Assessments (FSA) Performance

READING

Florida Standards Assessment (FSA) Facts

- Computer Based Test
- Two 85 minute sessions administered over two days
- Contains 58-62 test items
- Percentages of text types: 40% fiction and 60% nonfiction
- Test item specifications document can be located using the following link:
 - https://fsassessments.org/assets/documents/2018_Fall_G7_ReadingandWriting_Item_Specifications_APPROVED.pdf
- Assessment schedule can be located using the following link:
 - <https://info.fl DOE.org/docushare/dsweb/Get/Document-7973/dps-2017-84b.pdf>
 - Test window May 1, 2019 - May 29, 2019

READING

Florida Standards Assessment Practice Test

- Practice test can be located using the following link:
 - <https://fsassessments.org/>
- Practice Test Guide can be located using the following link:
 - https://fsassessments.org/core/fileparse.php/3031/urlt/FSA-Practice-Tests-Guide-2018-19_081018_Final.pdf

READING

FSA Sample Response Mechanisms **Handout Provided**

1. Multiple Choice • Requires the student to select the best summary of the text
2. Multiselect • Requires the student to select multiple sentences that could be used to create an accurate summary of the text.
3. Drag-and-Drop Hot Text • Requires the student to place pieces of a summary in the correct order.
4. GRID • Requires the student to move pieces of a summary into a graphic organizer.
5. Table Match • Requires the student to complete a table to create an accurate summary of the text

READING

OUR READING RESOURCES

1. Teengagement: Assessment Accelerator
 - a. 10 Week program for FSA Test Preparation
 - i. Currently using last year's passages one per unit
 - ii. Intensity of program will pick up 10 weeks prior to test date
 - b. Relevant high interest STEM based nonfiction articles
 - c. Fiction passages
 - d. Table of Contents Strategy
 - i. Teaches students to organize the text
 - e. Series of 10 FSA style questions, including an extended written response
 - f. Item Response Analysis
 - i. Focus on analyzing the wrong answer choices and recognizing the common flaws present in multiple choice response items

READING

OUR READING RESOURCES

2. Accelerated Reader (AR)

- a. 15 point (unmodified) goal for each student
- b. $\frac{1}{2}$ points due for progress reports
- c. Full points due for report cards
- d. Accuracy counts as one test grade
- e. 10% of students' overall ELA grade

READING

AR Due Dates

- November 14 - mid quarter $\frac{1}{2}$ point goal due (November 13 AR BONUS TIME)
- December 21 - Quarter 2 points due (December 20 AR BONUS TIME 2:10-4:00)
- February 6 - mid quarter $\frac{1}{2}$ point goal due (February 5 AR BONUS TIME)
- March 15 - Quarter 3 points due (March 14 AR BONUS TIME 2:10-4:00)
- April 24 - mid quarter $\frac{1}{2}$ point goal due (April 23 AR BONUS TIME)
- May 24 - Quarter 4 points due (May 23 AR BONUS TIME 2:10-4:00)

READING

OUR READING RESOURCES

3. Windows and Mirrors: Connecting with Literature
 - a. Seven Units by Genre
 - i. Units One and Two: Fiction
 - ii. Units Three and Four: Nonfiction
 - iii. Units Five and Six: Poetry
 - iv. Unit Seven: Drama
 - v. Unit Eight: Folk Literature

READING

IMPORTANT WEBSITES FOR WINDOWS AND MIRRORS

1. Digital copy of textbook: www.emc.bookshelf.emcp.com
 - a. Students can access the reading selections from the digital copy of the textbook
2. Textbook resources: <https://www.emcp.com/mirrors-and-windows/2012/>
 - a. Students can access supplemental resources
 - i. Activity Sheets
 - ii. Study materials
 - iii. Videos
 - b. Audio program allows students to listen to selections being read

Writing

Florida Standards Assessment Facts:

- Computer Based Test
- One 120 minute session administered in a single day
- Text based writing
 - Two to four passages with a combined word count of between 1000-1800 words
- Test window April 1-April 12
- A component of the overall ELA score
 - 10 possible points
 - 4 points for evidence and elaboration
 - 4 points for purpose, focus, and organization
 - 2 points for conventions

WRITING

TWO POSSIBLE TASKS:

INFORMATIVE/EXPLANATORY AND ARGUMENTATIVE

- For the informative/explanatory writing prompts, students will be required to synthesize and analyze ideas from the stimuli to develop and support a controlling idea.
- For the opinion/argumentative writing prompts, students will be required to synthesize and analyze ideas and evidence from stimuli. They will use these ideas to argue and support a claim (grades 6–10). One paragraph must also address the counterclaim and refute the other side's argument.

WRITING

Student Directions FSA Explanatory/Informative Prompt

Text-Based Writing Stimulus and Prompt
Guidelines Directions Template Grades 6–10

Write an explanatory essay about. . . Your essay must be based on ideas and information that can be found in the “. . . ” passage set. 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 • use evidence from multiple sources; and • avoid overly relying on one source. Your response should be in the form of a multiparagraph essay. Type your response in the space provided.

WRITING

Student Directions FSA Argumentative Prompt

Write an argumentative essay in which you . . .
. . . Use the information from the passages in your essay.

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 a claim; • address counterclaims; • use evidence from multiple sources; and • avoid overly relying on one source. Your response should be in the form of a multiparagraph essay. Type your response in the space provided.

WRITING

- Purpose Focus Organization
- Evidence Elaboration
- Conventions

State writing rubrics can be located through this link:

Explanatory/Informative:

[https://fsassessments.org/core/fileparse.php/3031/urlt/0015123-InformationalRubric 6-10 Final.pdf](https://fsassessments.org/core/fileparse.php/3031/urlt/0015123-InformationalRubric%206-10%20Final.pdf)

Argumentative:

[https://fsassessments.org/core/fileparse.php/3031/urlt/ArgumentationRubric 6-10 Final.pdf](https://fsassessments.org/core/fileparse.php/3031/urlt/ArgumentationRubric%206-10%20Final.pdf)

GRAMMAR

Grammar and Style: Taught in conjunction with the literature selections

Every Day Edit: Daily editing and revising task

Skills taught:

- Verbs in active and passive voice
- Verbals: gerunds, participles, infinitives
- Verb Moods
- Shifts in verb mood

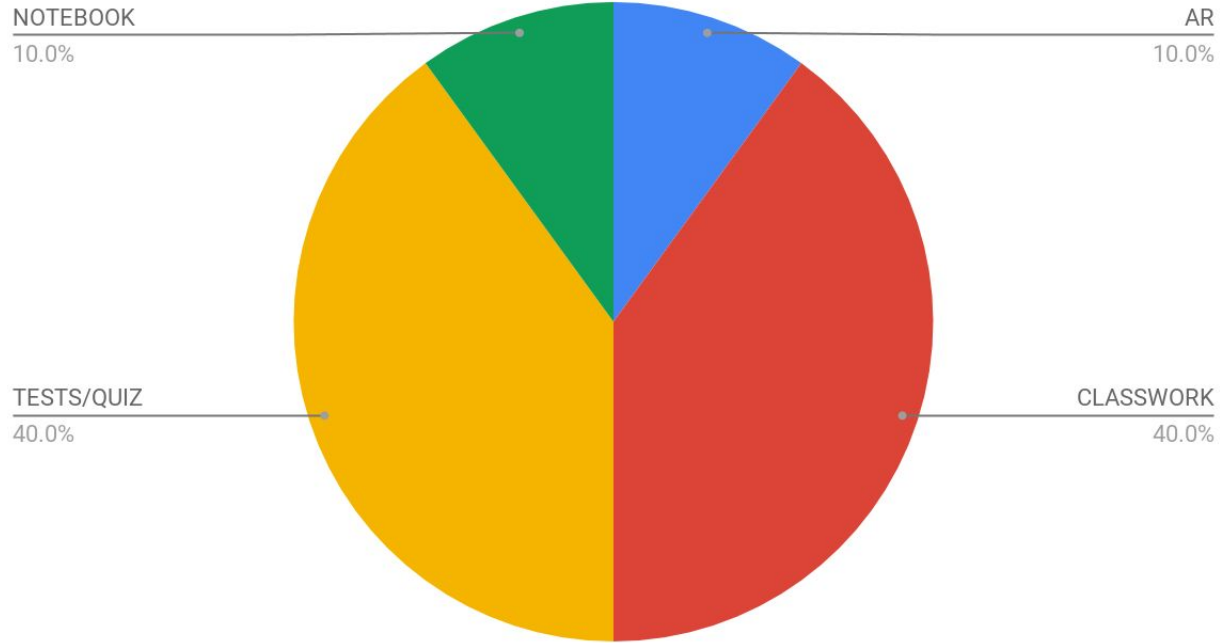
GRAMMAR

- FSA tests grammar skills through both the reading and the writing assessment
- Two points on the writing rubric
- Edit and Revising Tasks on the reading test

GRADE CALCULATION

1. AR=Independent reading/student take comprehension test for points/15 points per quarter
2. Notebook=Homework, bellwork, small classwork assignments
3. Test/Quiz=Selection test and quizzes, grammar, writing, vocabulary, benchmarks
4. Classwork=Major assignments in class relating to mastery of grade level standards, projects

GRADE CATEGORIES/WEIGHTS



SUCCESS

How can I help?

Handout Provided: Parent Roadmap: Supporting your child in English Language Arts

- Provide time and space for independent reading
- Monitor your student's grade through Skyward
- Ask to see your student's planner
 - Assignments are recorded weekly on the first day of the week
 - Parent/Teacher communication tool
- Ask your student about their day