

## Directions for Completing Grades 3–6 FSA ELA Reading Paper-Based Items

Test administrators or other school staff may use this handout, along with the accompanying script (available on the FSA Portal), to administer paper-based test item practice sessions to students prior to testing. Students may also access this handout on the FSA Portal to practice on their own.

The purpose of this handout is to orient test administrators and students to the possible types of test items that **may** appear on the Grades 3–6 Florida Standards Assessments (FSA) English Language Arts (ELA) Reading assessment. Please note that many actual ELA Reading items and some of the sample items that appear on this handout are used in conjunction with a reading passage. Students will use this handout to practice responding to the items types, not working the sample items, as the sample passages are not provided.

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- 1) For **multiple-choice items**, choose the best answer from the answer choices, and fill in **one** bubble for the correct answer. Fill in the bubble by making a solid mark that completely fills the circle.

### Example 1:

What is the relationship between paragraphs 2 and 3 in the passage?

- Ⓐ comparison
- Ⓑ introduction
- Ⓒ cause and effect
- Ⓓ question and answer

- 2) For **multiselect items**, choose more than one correct answer from the answer choices, and fill in the bubbles for more than one correct answer. The item will **bold** the number of answers to choose, so be sure to read the item carefully.

### Example 2:

Select **two** reasons the author included paragraph 11 in Passage 2.

- Ⓐ to compare leaf-cutting ants to human farmers
- Ⓑ to describe how leaf-cutting ants grow their food
- Ⓒ to explain how leaf-cutting ants solve farming problems
- Ⓓ to show that the topic of the passage is leaf-cutting ants
- Ⓔ to describe the effect that leaf-cutting ants have on ordinary farms

- 3) For **selectable text items**, fill in the bubble before the phrase or sentence that you want to select. This type of item will ask you to select one or more phrases or sentences from a passage, so read the item carefully to know how to respond.

**Example 3:**

Fill in the circle **before** the sentence from Passage 2 that shows why the man believes that his cheeses can bring themselves to the market.

- 14    Ⓐ THERE was a man of Gotham who filled a sack with cheeses and started off for Nottingham market to sell them. Ⓑ He carried the sack on his back, and when he became tired he sat down by the wayside to rest. Ⓒ Thus he went on until he reached the summit of the last hill he had to climb before he came to Nottingham bridge.
- 15    Ⓓ There he rested, and when he rose to continue his journey a cheese slipped out of the sack and rolled down the hill toward the bridge.

- 4) **Multi-part items** will ask you to respond to two related questions. The two parts of the item may be either **multiple-choice** (one answer), **multiselect** (more than one answer), or **selectable text** (one or more answers). Read the item carefully to know how to respond to each question.

**Example 4:**

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

**Part A**

What is the main idea of the passage?

- Ⓐ Scientists want to learn more from Tyrannosaurus Sue’s skeleton.
- Ⓑ Susan Hendrickson accidentally discovered the fossilized bones of a *T. rex*.
- Ⓒ Susan Hendrickson’s discovery has allowed scientists to learn a lot about the *T. rex*.
- Ⓓ Scientists can now study Tyrannosaurus Sue’s bones because of how the skeleton is displayed.

**Part B**

Fill in the circles **before two** sentences from the passage that support your answer in Part A.

- 5    Ⓐ Paleontologists have learned so much from studying Sue’s bones.  
 Ⓑ From the position of her eye sockets, they’ve learned that Sue had good depth perception. Ⓒ This helped her to be a fierce hunter who could tell how far away her next meal was. Ⓓ From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. Ⓔ From the length of her snout, they’ve discovered that *T. rexes* had a sharp sense of smell—another quality that gave strength to these giant predators.
- 6    Ⓕ Scientists still have many questions and hope to learn even more from Sue. Ⓖ They would like to figure out whether Sue was male or female, to know whether she was warm- or cold-blooded, and to learn more about her daily activities. Ⓗ Thanks to Susan Hendrickson, Peter Larson, and the rest of the team from the Black Hills Institute, paleontologists all over the world will get the chance to continue to study Sue and try to find some of these answers.

- 5) For **table match items**, you will use the information in the table to provide your answer. You will be required to match the information from each row to the corresponding column. Read the instructions carefully to know how to respond to the item. Fill in the bubble or bubbles based on the instructions to respond to this item type.

**Example 5:**

Fill in the circles to show the order of steps ants take to leave their homes during a flood in Passage 1.

	<b>First</b>	<b>Next</b>	<b>Finally</b>
<b>They build a new nest.</b>	Ⓐ	Ⓑ	Ⓒ
<b>They move food and each other.</b>	Ⓓ	Ⓔ	Ⓕ
<b>They stick their bodies together.</b>	Ⓖ	Ⓗ	Ⓘ

- 6) For **editing tasks**, you will read a passage with several underlined words or phrases that may be incorrect. Following the passage, editing task items will ask you to review a sentence with an underlined word or phrase and to fill in one bubble to correct the sentence. If the sentence is already correct and requires no change, fill in the bubble marked “correct as is.”

**Example 6:**

Tomorrow was the spelling bee. Sam was nervous, so he asked his mom to help him practice. If he worked hard, he knew he could learn all of the words.

After school, Sam and his mom began to practice spelling. Sam frowning when he heard the first word: “muscle.” He tried to sound it out. He carefully wrote down “mussel.” His mom smiled but shook her head. Sam had gotten it wrong.

His mom explained the error, but Sam was upset. He didn’t want to practice anymore. But then his mom did something strange. She made a silly, funny face. Sam was surprised, and we started to laugh.

**Choose the correct word or phrase.**

If he worked hard, he knew he could learn all of the words.

- Ⓐ word’s
- Ⓑ words’
- Ⓒ wordes
- Ⓓ correct as is