1. What is the purpose of Embedded Assessments? Who was involved in the development of the Embedded Assessments?

Embedded Assessments are meant to be FORMATIVE in nature. This means that they should be used to inform instruction and to provide insight into flexible grouping needs for differentiation, reviewing, and enrichment. Embedded Assessments allow teachers to acquire a just-in-time snapshot of student mastery of standards prior to the annual assessment (FCAT).

The Department of Curriculum Development and School Improvement in collaboration with the Department of Assessment and CORE K12 developed the Embedded Assessments.

2. Are the Embedded Assessments the primary tool for classroom assessments?

Students will be assessed using a variety of measures, one of which will be Embedded Assessments. Embedded Assessments are to be used for holistic evaluation of students. It is left to the professional judgment of teachers and school-based administration to decide how students’ performance on Embedded Assessments should be utilized.

3. Who was involved in the development of the Curriculum Frameworks? Are the Curriculum Framework lesson plans mandatory?

Teachers, and members from the Department of Curriculum Development and School Improvement and the Department of Capacity Development and School Reform Accountability developed the Curriculum Frameworks.

While use of the district-developed lesson plans are not mandatory, it is highly suggested that they are regularly reviewed as a resource to clarify the specific targeted benchmarks/standards contained in the Curriculum Frameworks and assessed on the various Embedded Assessments.

4. What is a Bellringer, Problem of the Day (POD), or Warm-Up?

All three terms refer to an exercise that can be used at the beginning of a class period. Implementing these opening routines will expose students to tested benchmarks.

5. What are assessment windows? How long are they? Are they the same for every subject area? When can teachers access the Embedded Assessments?

Each subject area Embedded Assessment is to be administered during a specific testing window. While it is a good practice to administer the assessment on day one and use the other days for enrichment and remediation, this period of time may be used in the manner that best meets teacher and student needs. If, for example, the teacher chooses to administer the assessment on day three (day two for math), the teacher would remediate or enrich while continuing with the next lesson.

All subject area Embedded Assessments have a three-day testing window with the exception of secondary mathematics. Due to the large number of benchmarks to be covered, secondary mathematics’ windows are two days instead of three days. As long as each Embedded Assessment is given within the calendar window, teachers will be on pace for each assessment.

Teachers can access Embedded Assessments two days prior to the administration of the Embedded Assessment.
6. How are the Embedded Assessments aligned to the Curriculum Frameworks? Who takes the Embedded Assessments?

Elementary (All Subjects)
In elementary, the Embedded Assessments cover the benchmarks that were taught from the course Scope. They directly align with the Scopes and lesson plans for each subject and grade level Curriculum Frameworks.

Secondary
Reading and Social Studies
The Embedded Assessments cover the benchmarks that were taught from the course Scope. They directly align with the Scopes and lesson plans in the Curriculum Frameworks.

English/Language Arts (Middle School)
The Embedded Assessments cover the Next Generation SSS tested benchmarks that are identified in each cycle of the ELA scope. All students in language arts classes and SpringBoard language arts classes take the middle school (grades 6-8) Embedded Assessments for English/Language Arts (ELA).

English/Language Arts (High School)
The Embedded Assessments cover the Next Generation SSS tested benchmarks that are identified in each cycle of the ELA scope. All students in English classes and SpringBoard English classes take the high school (grades 09-10) Embedded Assessments for English/Language Arts.

All FCAT Reading Retake students (grades 11 and 12) in English classes take the grade 10 English Embedded Assessment.

Mathematics (Middle School)
The Embedded Assessments in grade 6 cover annually assessed benchmarks in the order in which they appear in the (6th grade) Regular Mathematics (MJ 1) Scope. All students in 6th grade, regardless of the mathematics course in which they are enrolled, take the 6th grade Embedded Assessment.

The Embedded Assessments in grade 7 cover annually assessed benchmarks in the order in which they appear in the (7th grade) Regular Mathematics (MJ 2) Scope. All students in 7th grade, regardless of the mathematics course in which they are enrolled, take the 7th grade Embedded Assessment.

The Embedded Assessments in grade 8 cover annually assessed benchmarks in the order in which they appear in the (8th grade) Regular Mathematics (MJ 3) Scope. All students in 8th grade, regardless of the mathematics course in which they are enrolled, take the 8th grade Embedded Assessment.

Mathematics (High School)
Embedded Assessments in grades 9-10 will always align to the grade specific Sunshine State Standards regardless of what course content is taught. This knowledge is necessary in order for students to be successful on the annual assessment (FCAT). In high school mathematics, due to the variety of courses students can take, lesson plans have been developed for middle school courses and select high school courses.
Mathematics (High School)
The Embedded Assessments in grade 9 cover annually assessed benchmarks in the order in which they appear in Algebra 1 Regular Scope and fair game items. The Problems of the Day have been aligned, when possible, to reflect course content that is also an annually assessed benchmark. Additional PODs reflect continual exposure to fair game items. All annually assessed benchmarks will be addressed prior to the Spring 2010 FCAT. All students in 9th grade, regardless of the mathematics course in which they are enrolled, take the 9th grade Embedded Assessment.

The Embedded Assessments in grade 10 cover annually assessed benchmarks in the order in which they appear in the Informal Geometry Scope and fair game items. The assessments are aligned to the benchmarks found in the Informal Geometry curriculum that matches the expectations for the 10th grade annual assessment. The Embedded Assessment includes these items as well as “fair game” items. The Problems of the Day have been aligned, when possible, to reflect course content that is also an annually assessed benchmark. Additional PODs reflect continual exposure to fair game items. All annually assessed benchmarks will be addressed prior to the Spring 2010 FCAT. All students in 10th grade, regardless of the mathematics course in which they are enrolled, take the 10th grade Embedded Assessment.

The Embedded Assessments for high school credit courses, beginning with Algebra 1, will include prerequisite skills, content, and a range of fair game items (see question below).

7. What is “The Fair Game Principle” in mathematics?
Mathematics is sequential in nature. As a result, no student can progress in mathematics without necessary foundational knowledge. “The Fair Game Principle,” in reference to the Secondary Mathematics Curriculum Framework, refers to the mathematical concepts that students have been taught in previous years. Due to the continual development of mathematical building blocks, students are expected to retain prior knowledge and build upon that knowledge in future coursework. For example, students have learned the distributive property prior to Geometry. The distributive property is not explicitly taught in Geometry and yet students are expected to understand this property in order to be able to perform higher skills. These fair game items are included on Embedded Assessments, but not included on the Scope.

Science (Middle School)
The Embedded Assessments in grade 6 are aligned to the course Scope and lesson plans, and cover the Next Generation Sunshine State Standards. In middle school, all 6th grade students will take the 6th grade science Embedded Assessment.

The Embedded Assessments in grade 7 are aligned to the course Scope and lesson plans and cover the current Sunshine State Standards. This assessment is focused on the annually assessed benchmarks (these benchmarks are tested on FCAT Science each year). All 7th grade students will take the 7th grade science Embedded Assessment.

The Embedded Assessments in grade 8 are aligned to the 8th grade regular science Scope, lesson plans, Bellringers, and Essential Labs. This assessment does not align with the Integrated Science I Honors course content. It aligns with annually assessed benchmarks that will be assessed on FCAT Science in 8th grade. In order for teachers of Integrated Science I Honors to prepare their students for the 8th grade Embedded Assessments and FCAT Science, they must conduct Bellringers and Essential Labs.
that were written to prepare students for the 8th grade Science FCAT. All 8th grade students, even those taking Integrated Science I Honors, will take the 8th grade Embedded Assessment.

**Science (High School)**

The Embedded Assessments for Integrated Science I (Regular or Honors) is aligned to the course Scope and lesson plans and covers the *Next Generation Sunshine State Standards*. Students (at any grade level) taking Integrated Science I (Regular or Honors) will take the Integrated Science I Embedded Assessment.

The Embedded Assessments for Biology I (Regular or Honors) is aligned to the course Scope and lesson plan and covers the current *Sunshine State Standards*. This assessment is focused on the annually assessed benchmarks (these benchmarks are tested on FCAT Science each year). Students (at any grade level) taking Biology I (Regular or Honors) will take the Biology I Embedded Assessment.

The Embedded Assessments in grade 11 align with the Integrated Science II Scope, lesson plans, Bellringers, and Essential Labs. This assessment does not align with all 11th grade course content (e.g., Environmental Science, Marine Science, Anatomy and Physiology, etc.), it aligns with annually assessed benchmarks that will be assessed on FCAT Science in 11th grade. In order for teachers of these courses to prepare their students for the 11th grade Embedded Assessments and FCAT Science, they must conduct Bellringers and Essential Labs that were written to prepare them for the 11th grade Science FCAT. All students in 11th grade, regardless of the science course that they are taking, will take the 11th grade Embedded Assessment.

8. If a student is in more than one mathematics and/or science class, does the student take the assessment twice?

In science, a student only needs to take a specific Embedded Assessment one time. For example, if a student is taking two science courses in 11th grade (e.g., Integrated Science II and Chemistry Honors), the student only needs to take the 11th grade Embedded Assessment in one of the classes.

In mathematics, the recommendation is made that students take the Embedded Assessment in the regular mathematics course, grades 9 and 10. It is not recommended that students take the Embedded Assessment during the Intensive Mathematics class. For students in two math classes in grades 9 or 10, they only need to take the Embedded Assessment one time.

9. Is the grade 3-5 Embedded Assessment for writing on September 29 the same as the Palm Beach Writes assessment?

No. It is an Embedded Assessment for the writing curriculum. Palm Beach Writes will be administered on October 19, 2009.

10. What Embedded Assessment does a student in the Double Block Reading English/Language Arts classes take?

Students enrolled in Double Block Reading English/Language Arts classes will take the Reading Embedded Assessment.

11. What Embedded Assessment does a student in English/Language Arts classes take?

Students enrolled in full course English/Language Arts classes will take the English/Language Arts Embedded Assessment.
12. Where are writing lessons found in Traditional English/Language Arts?
District writing lesson plans are embedded throughout the ELA curriculum. Teachers can access them from the calendar section of the framework.

13. What Embedded Assessment does a student in SpringBoard, English/Language Arts classes take?
Students enrolled in SpringBoard English/Language Arts will take the English/Language Arts Embedded Assessment. The SpringBoard curriculum itself provides performance type embedded assessments. Students enrolled in SpringBoard English/Language Arts classes should take the SpringBoard performance embedded assessments.

14. Where are the writing lessons found in SpringBoard English/Language Arts?
District writing lesson plans have been provided to support the SpringBoard curriculum. Teachers can access them from the SpringBoard TRAIN U website.

15. What is the Embedded Assessment for a student in a Springboard Critical Thinking class?
Students enrolled in SpringBoard Critical Thinking will not take the District English/Language Arts Embedded Assessment as they have already been tested in their English/Language Arts class. The SpringBoard curriculum itself provides performance type embedded assessments. Students enrolled in SpringBoard Critical Thinking classes should take the SpringBoard performance embedded assessments.

16. What Embedded Assessment does students in the Intensive Reading- Read 180 or Edge classes, take?
Students enrolled in full course Intensive Reading classes will take the Reading Embedded Assessment aligned with Read 180 or Edge.

17. Where are the writing lessons found in Read 180 and Edge?
District writing lesson plans are embedded throughout the Edge/Read 180 curriculum. Teachers can access them from the writing connection section of specific lesson plans.

18. Where are the creative writing lessons found?
Creative writing lessons have been developed that support reading and writing instruction. Teachers can access them from the calendar section of the creative writing framework.

19. Do ESE students use the Curriculum Frameworks?
Yes. ESE students should have the same access to the Curriculum Frameworks as all other students.

20. Are testing accommodations allowable for Students with Disabilities (SWD) during the administration of Embedded Assessments?
Accommodations allowable during the administration of the FCAT, included in the student’s daily instruction, and captured on the Individual Education Plan (IEP) are allowable during the administration of the Embedded Assessments.

21. Do ELL students use the Curriculum Frameworks?
Yes. ELL students should have the same access to the Curriculum Frameworks as all other students.
22. Do ELL students get accommodations during the administration of Embedded Assessments?
Yes. The ELL students are provided the same accommodations that they receive in any regular testing situation.

23. Are Social Studies Embedded Assessments located in CORE K12 and will the results be entered in EDW? Why are there more Embedded Assessments for World History and American History than for any other course?
No. The social studies Embedded Assessments are not located in CORE K12. They are available on Learning Village and are linked to the Daily Calendar below the Scope. Teachers can score these paper and pencil tests. The data will not appear in EDW.

There are more Embedded Assessments for the World History and American History courses because both courses have a district semester examination requirement. The number of assessment questions are designed to give students incremental practice in preparation for those examinations.

24. Does the IEP supersede the Curriculum Frameworks and the administration of Embedded Assessments (e.g., if a SWD is working on second grade objectives, but in the fifth grade, it seems contradictory to their IEP to attempt the 5th grade curriculum)?
The primary benchmark is the key for the first 30 minutes. These are essential items that do not require the student to read independently, but expose the student to the SSS benchmarks/standards. Differentiation begins when the secondary and third benchmarks are addressed. The purpose is to provide rigor and relevance prior to the administration of the FCAT, considering that the FCAT is their summative performance measure.

Teachers don't teach to the IEP. Instead, the IEP marks the student’s annual goals. The curriculum is the SSS and/or the SSS-Access Points. The Embedded Assessments assess the primary benchmark and the student's readiness for the FCAT on that standard/benchmark.

25. When are the Next Generation Sunshine State Standards used?
The Next Generation Sunshine State Standards are the newly adopted standards for the state of Florida. They are being phased in over the next two years. Where utilized, the applicable Curriculum Frameworks and Content Specific Embedded Assessment Charts will reflect their use.

26. Where can teachers find the exact benchmarks that are included on Embedded Assessments?
The grade level, Content Specific Embedded Assessment Charts contain the exact benchmarks that are included on Embedded Assessments. These charts are located on the CAO website.

27. Why do the Curriculum Frameworks include lessons on Diagnostic testing days?
Lessons are provided on these days because each school conducts diagnostic testing in a different manner. Students do attend classes on these days, thus lessons are necessary. Benchmarks are taught for more than one day and lessons can be combined or compacted to make up class time missed.

28. Should Embedded Assessments be discarded after use or kept in a portfolio?
The completed assessment should be used for instructional purposes. As with the Diagnostic Assessments, these are to remain in the classroom and not sent home with the students.
29. If a class has multiple grade levels (e.g., Geometry-grades 9 and 10) taking Embedded Assessments, do the scan sheets need to be printed according to the student’s grade level?
It depends on the course whether multiple grade levels need to be printed. Teachers should refer to the Content Specific Embedded Assessments Charts for specific details.

If grade-specific printing is necessary, below are the two printing options.

**Option 1:** Print all the scan sheets according to the grade levels represented in those classes. This would require multiple printings. Only the appropriate grade levels scanner sheets would be used. This method possibly creates a large number of unusable scanner sheets.

**Option 2:** Carefully select and print students of a common grade level according to their attendance roster number. Repeat this process for each grade level represented in the class. This will eliminate the creation of unusable scanner sheets.