Understanding FAST Grades 3–10 ELA and Mathematics Reports for Families

2022–2023

Updated September 7, 2022
Understanding Florida Assessment of Student Thinking (FAST) Reports for Families

Introduction
For the 2022–2023 school year, all Florida schools will transition to the Florida Benchmark for Excellent Student Thinking (B.E.S.T.) content standards and to the Florida Assessment of Student Thinking (FAST) for Grades 3–10 ELA Reading and Grades 3–8 Mathematics. Please see the FAST Grades 3–10 Fact Sheet for more information on the FAST program.

There will be three progress monitoring (PM) windows for FAST:

- **PM1** – because this administration occurs at the very beginning of the school year, it is designed to provide a baseline score so teachers can track student progress in learning the B.E.S.T. Standards from PM1 to PM2.
- **PM2** – this administration will provide a mid-year score to compare to the baseline score from PM1.
- **PM3** – this last administration will provide a summative score that will accurately measure student mastery of the B.E.S.T. Standards at the end of the school year.

The dates for each PM window can be found in the 2022-23 Statewide Assessment Schedule.

Most students, including English Language Learners (ELLs) and exceptional student education (ESE) students, enrolled in the tested grade levels or courses participate in FAST test administrations. Allowable accommodations are provided to ELL and ESE students who have accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans.

Testing Format
The FAST grades 3–10 ELA Reading and 3–8 Mathematics assessments are computer-adaptive tests (CATs). Sample items may be accessed through the Sample Test Materials area of the FAST Portal.

Paper-based accommodated test forms will be provided during FAST PM3 for students who have a paper-based accommodation listed on their IEP or Section 504 Plan. Accommodated paper-based forms include regular print, large print, braille, and one-item-per-page. Computer-based accommodations include answer masking and text-to-speech.

Florida Assessment of Student Thinking Scores
The FAST results are reported at the student, teacher, school, district, and state levels.

For the 2022–23 school year, the following information for grades 3–10 FAST ELA Reading and grades 3–8 FAST Mathematics will be reported:

- Provisional scores will be linked to the 2021-2022 score scale, as required by law.
- Students will receive an overall scale score and achievement level for the score on the linked scale.
- Students will also receive reporting category scale scores and achievement levels by reporting categories.
- Teachers will see results, by benchmark, at the student and classroom level. This information can help teachers identify areas where a student may need additional support.
- School and districts will see all results at the school and district level.
• After the close of each PM window, the Florida Department of Education (FDOE) will report percentile ranks at the student level for parents, schools, and districts, as well as comparisons at the school, district, and state level.

**Scale Scores and Achievement Levels**

For the 2022–2023 school year, FAST ELA Reading and Mathematics provisional *Scale Scores* and *achievement levels* will be linked to the 2021-2022 score scale and *standard setting* will begin in Summer 2023 to establish a new FAST scale. The scales on which students receive scores differ by grade and subject. Achievement levels describe a student’s success with the content assessed. As required by state law, achievement levels range from 1 to 5, with Level 1 as the lowest and Level 5 as the highest. For all assessments, Level 3 indicates on-grade-level performance.

**PM1 and PM2 Scores**

Each progress monitoring test covers the full “test blueprint,” meaning that all content expectations for that subject and grade level are assessed. Therefore, for PM 1 and PM 2, your student may not yet be at grade level; however, this does not necessarily indicate that a student is not on track to succeed. It is important for teachers and families to understand that score information is intended to provide baseline and mid-year results for PM1 and PM2 respectively. These results are for informational purposes only and should be used to identify areas that may need additional instruction and support. These results should not be considered student achievement designations.

**PM3 Scores**

PM3 provides a summative score at the end of the year to measure student mastery of the grade-level content standards. The PM3 student report will show a student’s performance for all three windows for comparison, if the student participated in each PM opportunity.

**Family Portal**

The FAST Family Portal will be available in Fall 2022, after the close of the first PM window. You can access your student’s FAST results in the portal using login information provided by your student’s school. Once the portal is available, this section of the guide will be updated.

**Individual Student Reports**

On the following pages, you will find explanations of the different sections of the Individual Student Report (ISR). Your school may provide this report electronically through your district’s parent portal or a printed copy may be provided. Several of the features on the report, such as performance comparisons over time, will not be meaningful until a student participates in more than one PM window.

Your student’s teacher has access to a more detailed report, such as how your student performed on each individual benchmark assessed. Teachers may use this information to identify potential strengths and/or weaknesses that can help focus instruction.
The top of the Individual Student Report contains student, school, and district information, as well as the grade-level/subject test the student took. The example shown is for a Grade 4 FAST ELA Reading test.

- **Score information**: The blue-shaded area displays the student’s scale score, achievement level, and a chart indicating the student’s scale score and where it falls in the achievement level.
- **Notes for families**: The orange-shaded area contains important notes for families.
  1. 2022-23 FAST scores are reported on the 2021-22 score scale.
  2. Percentile Rank (displayed in the blue-shaded area) is not calculated until the close of each PM window and will show where your student’s performance is compared to all other students who took the same test in this PM window. You may request an updated report after the window to view this information or access it in the Family Portal once it is available.
  3. Grades 3–5 students only who score at Level 1 or 2 on FAST ELA Reading may be eligible to receive additional support, including books from the New Worlds Reading Initiative and a $500 reading scholarship. If your student is in Grade 6 or above, these notes will not appear on your report.
- **Performance by Reporting Category**: The green-shaded section displays the student’s achievement level (below, at/near, above the standard) for each reporting category in the test. These classifications indicate a student’s level of success with items that assess the benchmarks within each category.
The second page of the student report contains additional information that will be more meaningful once a student has participated in more than one PM window.

- **Longitudinal Trend Chart**: The blue-shaded area displays a student’s achievement level over time. The bottom of the chart indicates the date when the student took each test so you can compare performance between PM1, PM2, and PM3.

- **Progress Table**: The green-shaded area contains the same information as the trend chart in a table that lists the date and time of each test, the PM window, the test name, scale score, and achievement level.

More information on achievement levels and reporting categories can be found on pages 6–8 of this guide.
Achievement Levels
The images below describe each level and provide the scale score ranges for each level by grade level/subject test. Please remember that these levels are from the 2021-22 performance scale. New achievement levels for the FAST scale will be available in summer of 2023. Achievement levels range from Level 1 to Level 5. For all assessments, Level 3 indicates on-grade-level performance.

Achievement Levels

<table>
<thead>
<tr>
<th>Inadequate:</th>
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<tbody>
<tr>
<td>Highly likely to need substantial support for the next grade/course</td>
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<table>
<thead>
<tr>
<th>Below Satisfactory:</th>
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<tbody>
<tr>
<td>Likely to need substantial support for the next grade/course</td>
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<table>
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<tr>
<th>On-Grade-Level:</th>
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<tbody>
<tr>
<td>May need additional support for the next grade/course</td>
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<table>
<thead>
<tr>
<th>Proficient:</th>
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<tbody>
<tr>
<td>Likely to excel in the next grade/course</td>
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<table>
<thead>
<tr>
<th>Mastery:</th>
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<tbody>
<tr>
<td>Highly likely to excel in the next grade/course</td>
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</table>

Scale Score Ranges for Each Achievement Level

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4 ELA Reading</td>
<td>251–296</td>
<td>297–310</td>
<td>311–324</td>
<td>325–339</td>
<td>340–372</td>
</tr>
<tr>
<td>Grade 5 ELA Reading</td>
<td>257–303</td>
<td>304–320</td>
<td>321–335</td>
<td>336–351</td>
<td>352–385</td>
</tr>
</tbody>
</table>
Reporting Categories
The content of each assessment is organized by Reporting Category. Reporting categories group the assessed student knowledge and skills into broad content areas. Each reporting category represents groups of similar skills, or benchmarks, that are assessed within each grade and subject. The Individual Student Report contains student performance information for each reporting category.

Definitions for each reporting category for each of the assessments are provided below. For a full list of the benchmarks associated with each reporting category, please see the FAST test design summaries and blueprints.

ELA Reading Reporting Categories
ELA Reading assessments measure student performance of the B.E.S.T. content standards. For all grade levels tested, the ELA Reading tests assess what students know and can do in the broad reporting categories listed below. The difficulty of the concepts assessed on the ELA Reading tests progresses systematically from grade to grade, as does the complexity of the text presented to the student at each grade level.

Grades 3–10
1. Reading Across Genres and Vocabulary
2. Reading Informational Text
3. Reading Prose and Poetry

Mathematics Reporting Categories
Mathematics assessments measure student performance of the B.E.S.T. content standards. For all grade levels tested, the Mathematics tests assess what students know and can do in the broad reporting categories listed below. The difficulty of the concepts assessed on the Mathematics tests progresses systematically from grade to grade, as does the complexity of the numerals and mathematical operations included at each grade level.

Grade 3
1. Fractional Reasoning
2. Geometric Reasoning, Measurement, and Data Analysis and Probability
3. Number Sense and Additive Reasoning
4. Number Sense and Multiplicative Reasoning

Grade 4
1. Geometric Reasoning, Measurement, and Data Analysis and Probability
2. Number Sense and Operations with Fractions and Decimals
3. Number Sense and Operations with Whole Numbers

Grade 5
1. Algebraic Reasoning
2. Geometric Reasoning, Measurement, and Data Analysis and Probability
3. Number Sense and Operations with Fractions and Decimals
4. Number Sense and Operations with Whole Numbers

Grade 6
1. Algebraic Reasoning
2. Geometric Reasoning, Data Analysis and Probability
3. Number Sense and Operations

Grade 7
1. Data Analysis and Probability
2. Geometric Reasoning
3. Number Sense and Operations and Algebraic Reasoning
4. Proportional Reasoning and Relationships

Grade 8
1. Algebraic Reasoning
2. Geometric Reasoning
3. Linear Relationships, Data Analysis, and Functions
4. Number Sense and Operations and Probability

Glossary
Achievement Levels—The achievement levels are helpful in interpreting what a student’s score represents. Achievement Levels range from 1 to 5 depending, with Level 1 being the lowest and Level 5 being the highest. Achieving a score of Level 3 or higher is considered on-grade-level mastery and is the passing score for each assessment.

Benchmark—A specific statement that describes what students should know and can do.

B.E.S.T. Content Standards—The core content of the reading and mathematics curricula taught in Florida. The FAST assessments measure whether students have made progress on the B.E.S.T. ELA Reading and Mathematics standards.

Computer-Adaptive Test (CAT)—An assessment that adjust the difficulty of questions and adapts to student responses to measure their content proficiency.

Florida Assessment of Student Thinking (FAST)—A progress monitoring assessment administered three times a year aligned with the B.E.S.T. standards.

Longitudinal Trend Chart—The chart reports the student’s performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level for each grade. Each mark on the graph represents the student’s score and indicates whether the student met the standards that year.

Percentile Rank—This indicates how well a student performed in comparison to students that took the same test in the state of Florida. Percentile rank is not calculated until after each PM window.

Previous Performance—The performance of a student in the selected subject, ELA Reading or Mathematics, in past test administrations (does not apply for PM1).

Reporting Category—Broad content areas into which assessed student knowledge and skills are grouped.

Scale Score—A scale score is used to report student results on the entire test on the applicable scale. An overall theta score, which is dependent on how a student answers individual items, is calculated and converted to the scale score in order to reflect the student’s achievement level.

Standard Setting—Standard setting is the process of selecting cut scores on an assessment. A cut score is the score that defines the minimum performance required for a particular level of achievement on an assessment.
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