



**ASSESSMENT &
ACCOUNTABILITY**
SEMINOLE COUNTY PUBLIC SCHOOLS



2023-24
GRADES 3-5 FAST
PARENT NIGHT

HAMILTON ELEMENTARY

APRIL 11, 2024



WELCOME

Presented by:

Heather Staley
K-5 Math Coach

Jennifer MacDonald
Assistant Principal

AGENDA

- Test Administration
 - FAST Grades 3-5
- Test Design Information
- Scoring & Reporting
- Helpful Resources



WHAT IS B.E.S.T. & FAST??

- Beginning with the 2022–23 school year, Florida’s statewide, standardized assessments in Reading, Writing, and Mathematics will be aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.).
- The Florida Assessment of Student Thinking (FAST), which includes VPK-5 Reading and K-5 Mathematics assessments, will be administered as a progress monitoring assessment, which students will participate in **three times per year**.



PROGRESS MONITORING (PM) 1-3

- **PM1** – provides a baseline score so teachers can track student progress in learning the B.E.S.T. Standards from PM1 to PM3.
- **PM2** – provides a mid-year score to compare to the baseline score from PM1.
- **PM3** – provides a summative score that will accurately measure student mastery of the B.E.S.T. Standards at the end of the school year.

Note: PM1 and PM2 are for informational purposes

PM3 will be used for school accountability beginning in the 2023-24 school year



WHO PARTICIPATES?

- Per Florida Statute 1008.22, all public-school students are required to participate in the statewide assessment program.
 - All English Language Learners (ELLs) must participate in the state assessments (including ELA).
 - This includes ELLs who have been enrolled in school in the U.S. for less than one year.
 - Accommodations may be provided to students with a current Individual Education Plan (IEP) or Section 504 Plan.
 - Types of accommodations include:
 - Flexible Presentation
 - Flexible Responding
 - Flexible Scheduling
 - Flexible Setting
 - Assistive Devices & Tools



TESTING SCHEDULE

MAY 2024

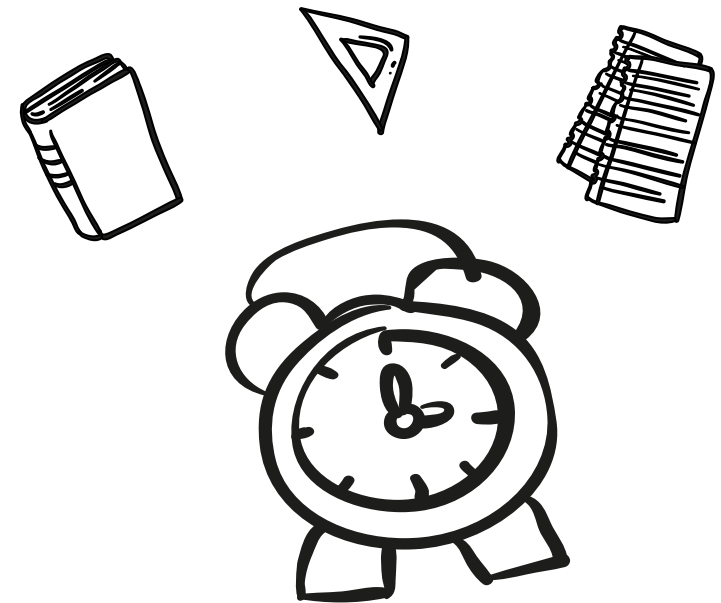
Monday	Tuesday	Wednesday	Thursday	Friday
		5/1 K-1 STAR ELA	5/2 3rd Grade ELA	5/3 5th Grade SCIENCE
5/6 2nd Grade STAR ELA	5/7 3rd Grade MATH	5/8 2nd Grade STAR MATH	5/9 4th Grade ELA B1	5/10 4th Grade ELA B2
5/13 5th Grade ELA B1	5/14 5th Grade ELA B2	5/15 K-1 STAR MATH	5/16 4th Grade MATH B1 and RAMP	5/17 4th Grade MATH B2
	3rd Grade iReady			
5/20 5th Grade RAMP Bryan's B2 Bryan's B3	5/21 5th Grade Bryan's B1 Bryan's B4	½ day Early Dismissal	½ day Early Dismissal	½ day Early Dismissal Last Day of School

Grade K-1
Grade 2
Grade 3
Grade 4
Grade 5

GRADES 3-5 FAST ELA & MATH TEST TIMES

- Grades 3-5 English Language Arts
 - 90 minutes – PM1 & PM2
 - 120 minutes – PM3
- Grades 3-5 Mathematics
 - 80 minutes – PM1 & PM2
 - 100 minutes – PM3
- Grade 6 Mathematics (Grade 5 Ramp)
 - 100 minutes – PM1 & PM2
 - 120 minutes – PM3
 - Grade 5 Math Ramp is an accelerated Math course
- **Note:** All students may have up to the end of the school day to complete the assessment.
 - Students with an IEP/504 will receive their extended time accommodation.

For Grades 3-5, the items are NOT timed – the entire test is timed



GRADES 4-5 WRITING & GRADE 5 SCIENCE

■ Grades 4-5 BEST Writing

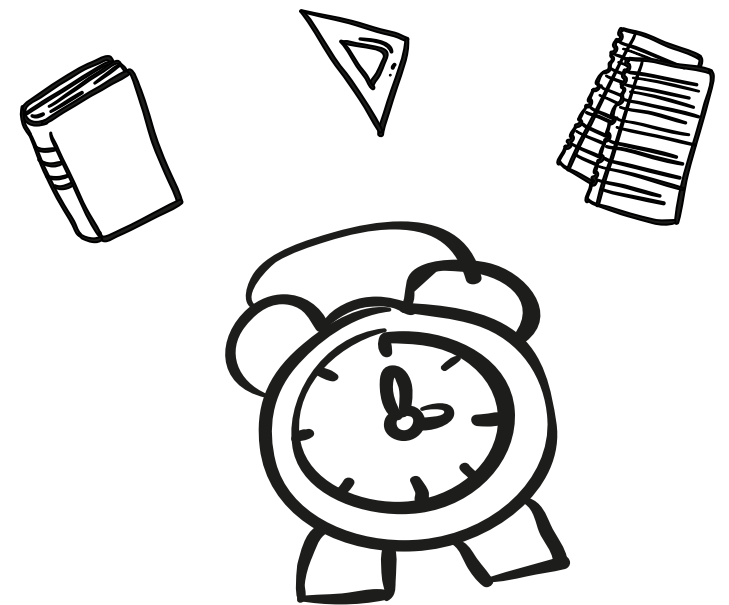
- **120 minutes**

- *Note: Any student not completed at the end of the session may continue working up to a half school day*

■ Grade 5 Science

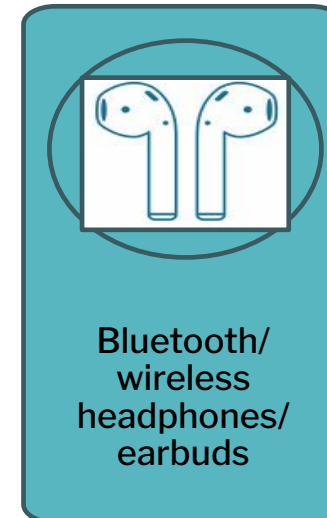
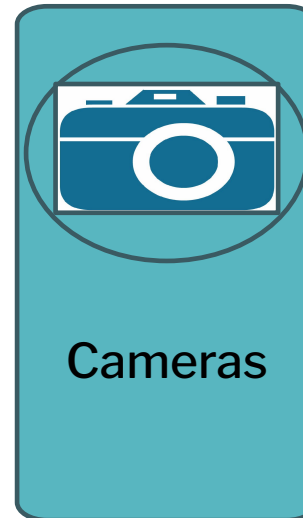
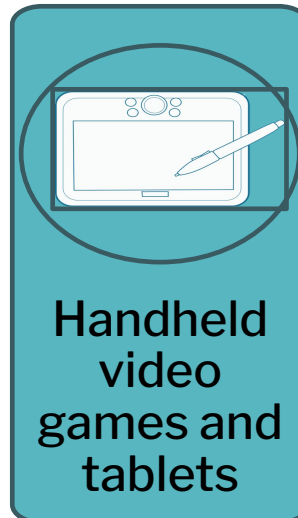
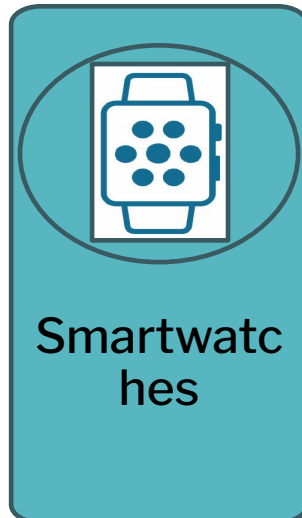
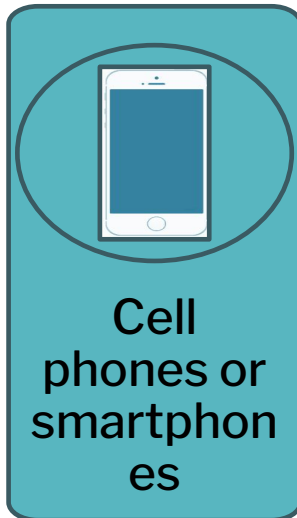
- **160 minutes**

- *Note: Any student not completed at the end of the session may continue working up to the end of the school day.*



NO ELECTRONIC DEVICES

- **No electronic devices permitted during testing**
 - Students **CANNOT** have any electronic device (e.g., cell phones/smartphones, smartwatches, cameras, etc.) on them **OR** within arm's reach even if they do not use them
 - **Cause for immediate invalidation of test!!**





**TEST DESIGN
INFORMATION**

GRADES 3-5 FAST ELA & MATH GRADE 5 SCIENCE



GRADES 3-5 FAST ELA & GRADES 3-6 MATH

- **Grades 3-5 FAST ELA & Grades 3-6 Math PM1-3** are computer-adaptive tests specific to the grade/subject tested
 - *For example: a grade 3 student taking the grade 3 ELA assessment will only see items based on the grade 3 B.E.S.T. standards – the test will NOT adapt up or down a grade level.*
 - The questions get easier or more difficult depending on how the student responds and each student will see different questions.
 - Because the program knows which questions are harder and which are easier, several students may have answered a similar number of questions correctly, but *the student who has answered more challenging questions correctly will achieve a higher score.*
 - A student's score depends heavily on the difficulty of the items answered correctly or incorrectly and does not depend on raw scores or percent correct.

COMPUTER-ADAPTIVE TESTS (CAT)

■ Computer-Adaptive Tests (CAT) Frequently Asked Questions (FAQ)

■ **How does the CAT algorithm work?**

- The algorithm selects test items from a common item bank that contains test items aligned to the Florida academic content standards within the student's current grade level.
- The item selection is driven by two things: the test design summary/blueprint (see slide 34) and student performance.
- Item selection is primarily driven by the test design summary/blueprint, ensuring that students are administered tests that represent the breadth and depth of the standards.
- How a student responds to an item informs the algorithm as to whether it selects more or less challenging items to appear next.

COMPUTER ADAPTIVE TESTS (CAT)

■ How does the CAT algorithm work? *(continued)*

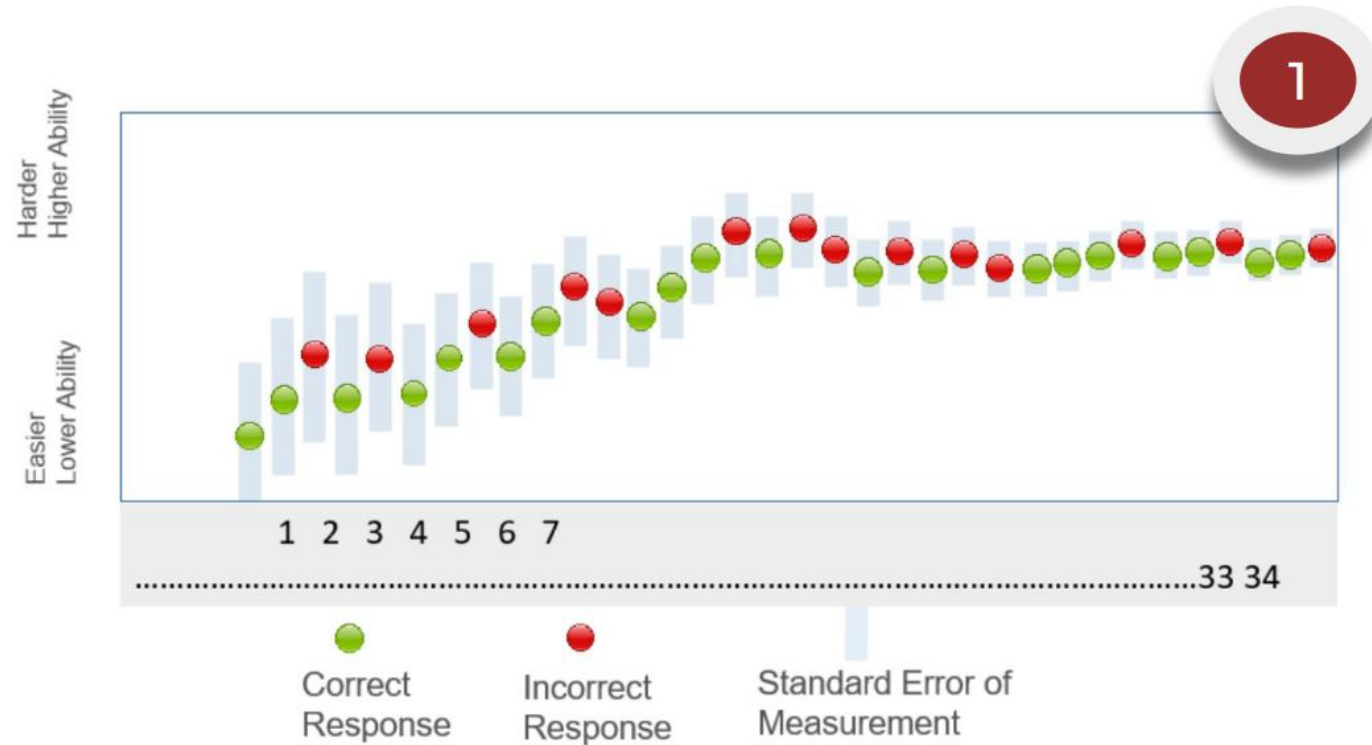
The algorithm functions slightly different depending on the test being administered:

- **Mathematics:** adaptive at the item level.
 - Based on a student's response to an item and blueprint requirements, the algorithm will select the next appropriate item.
- **Reading:** adaptive at the passage/passage set level.
 - Items on a Reading test are attached to a specific passage and are, therefore, referred to as a "passage set." Therefore, based on a student's responses to a passage set (rather than an individual item) and blueprint requirements, the algorithm will select the next passage/passage set.
 - Once the algorithm selects the next set, it is locked in (regardless of whether students go back and change answers within the current set).
- **Science (spring 2024):** adaptive at the test blueprint level.
 - Each item a student receives will be randomly selected to meet blueprint requirements and cover a range of item difficulty levels.
 - Beginning in Spring 2025 and beyond, the tests will be fully adaptive at the item level, similar to Mathematics tests.

COMPUTER ADAPTIVE TESTING (CAT)

■ Misconceptions about Guessing

- **Image 1** – Displays an example of computer-adaptive testing where the student answers each question to the BEST of their ability.
- Note how each incorrect selection triggers an adaption.
- By the end of the assessment the Standard Error of Measurement has decreased and the student has seen a variety of differing ability.



COMPUTER ADAPTIVE TESTING (CAT)

■ Misconceptions about Guessing (continued)

- **Image 2** – FDOE has shared that the “guessing strategy” in order to preview all questions is **NOT an effective method** of moving through the computer-adaptive tests.
- This strategy is not recommended.
- Students should answer each item to the best of their ability on the first time through the test, even if they flag items to back to later.
- Once a student has moved on to a new item, the assessment has adapted and that adaptation will not change even if a student goes back to change their previous response (flagged items).

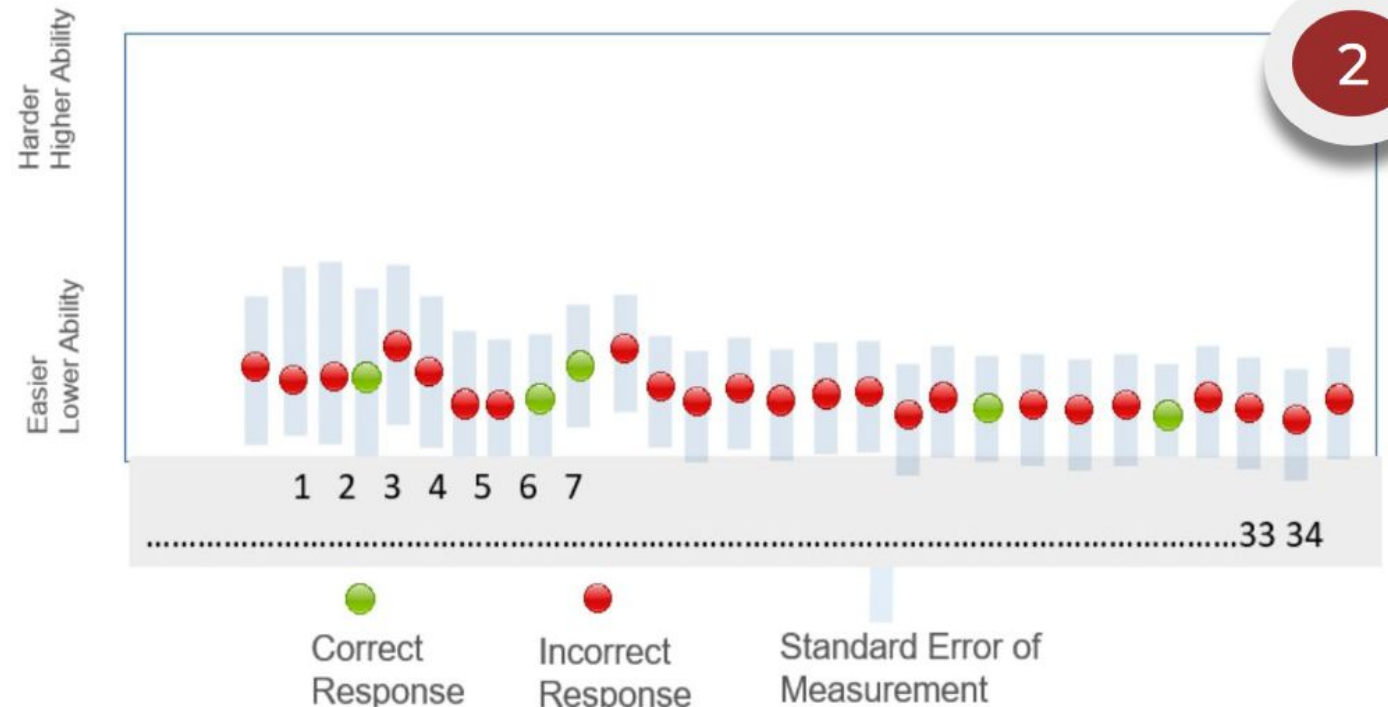


Image 2 displays an example of computer-adaptive testing where the student “guessed” on each assessment item and the majority of their guesses were incorrect. By the end of the assessment the Standard Error of Measurement has increased and the student only received easier, lower ability items.

COMPUTER ADAPTIVE TESTING (CAT)

■ Misconceptions about Guessing (continued)

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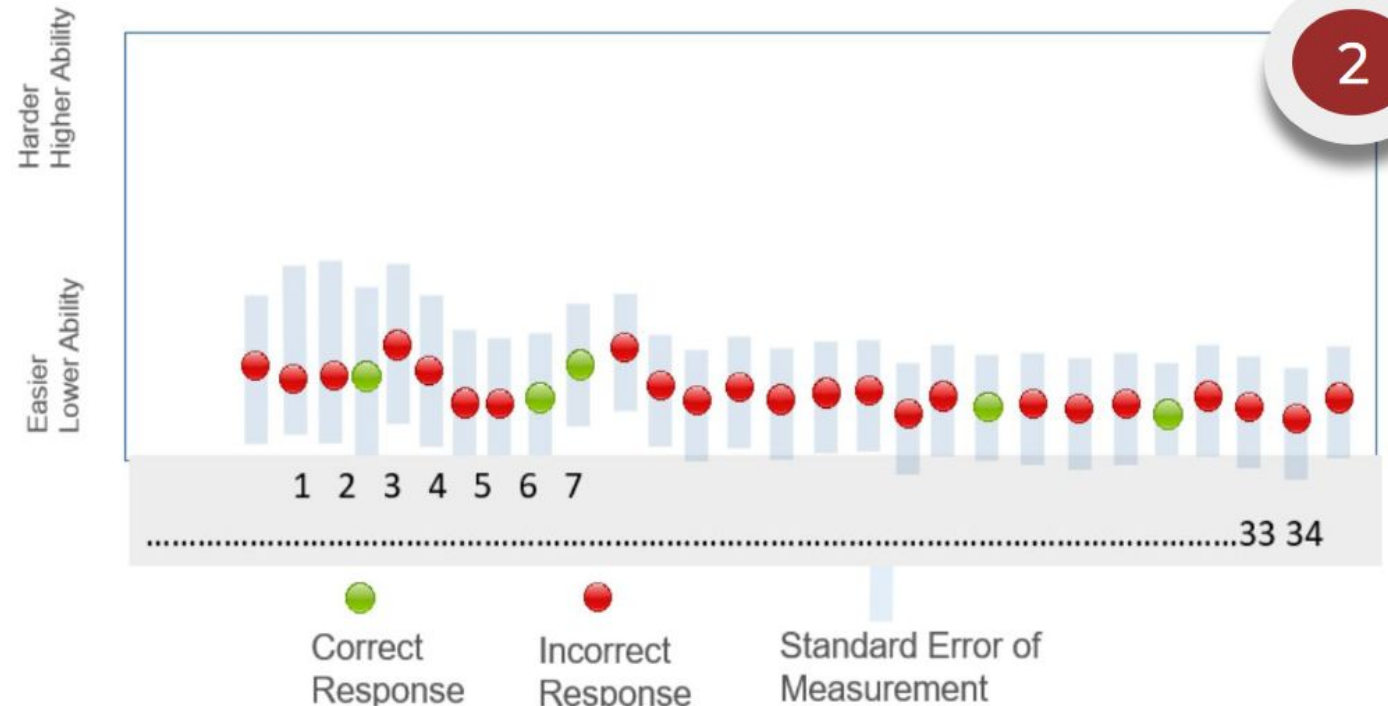


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COMPUTER-ADAPTIVE TESTING (CAT)

■ Misconceptions about Guessing (continued)

- **IMPORTANT**
- As a result of using this “guessing” strategy, students may see a **lower scale score** that is not reflective of the student’s true ability.
- Additionally, there is a greater measurement error.
- Guessing on one or two items in order to move forward in the assessment should not affect the ability score for a student, but this would not be an encouraged strategy throughout the duration of the assessment.

ELA-READING TEST DESIGN SUMMARY

■ ELA-Reading Reporting Categories (Grades 3-5)

- Reading Prose & Poetry
- Reading Informational Text
- Reading Across Genres & Vocabulary

Grade 3 English Language Arts (ELA) Reading Benchmarks Coverage

Reporting Category	Benchmarks Assessed		% of Test
Reading Prose and Poetry	Literary Elements	ELA.3.R.1.1	25-35%
	Theme	ELA.3.R.1.2	
	Perspective and Point of View	ELA.3.R.1.3	
	Poetry	ELA.3.R.1.4	
Reading Informational Text	Structure	ELA.3.R.2.1	25-35%
	Central Idea	ELA.3.R.2.2	
	Purpose and Perspective	ELA.3.R.2.3	
	Argument	ELA.3.R.2.4	
Reading Across Genres & Vocabulary	Interpreting Figurative Language	ELA.3.R.3.1	35-50%
	Paraphrasing and Summarizing	ELA.3.R.3.2	
	Comparative Reading	ELA.3.R.3.3	
	Morphology	ELA.3.V.1.2	
	Context and Connotation	ELA.3.V.1.3	
Total Number of Items			36-40

ELA-WRITING TEST DESIGN SUMMARY

■ ELA-Writing Reporting Categories (Grades 4-5)

- Communicating Through Writing
- Vocabulary
- Reading Informational Text
- Reading Across Genres
- ELA Expectations

Grade 4 Writing Benchmarks Coverage

Reporting Category	Benchmarks Assessed	
Communicating Through Writing	Argumentative Writing OR Expository Writing	ELA.4.C.1.3 OR ELA.4.C.1.4
	Conventions	ELA.4.C.3.1
	Researching and Using Information	ELA.4.C.4.1
	Vocabulary	Academic Vocabulary ELA.4.V.1.1
Includes all benchmarks in	Reading Informational Text	ELA.4.R.2
Reading Across Genres	Figurative Language	ELA.4.R.3.1
	Paraphrase and Summarize	ELA.4.R.3.2
ELA Expectations	Cite Evidence	ELA.K12.EE.1.1
	Read and Comprehend Proficiently	ELA.K12.EE.2.1
	Make Inferences	ELA.K12.EE.3.1
	Use Appropriate Format	ELA.K12.EE.5.1
	Use Appropriate Tone and Voice	ELA.K12.EE.6.1



GRADES 3-5 ELA-READING



- Two types of Reading passages:
 - **Informational:** provide readers with facts about a particular subject and may include magazine and newspaper articles, editorials, and biographies
 - **Literary:** written primarily for reader's enjoyment and may include short stories, poems, folk tales, and selections from novels

GRADES 3-5 ELA-READING

- Multiple Choice
 - Multiselect
 - Table Match
 - Selectable Hot Text
 - Multimedia
- Any of the item types may be combined into a single item with multiple parts. The student will interact with different item types within a single item.



GRADES 4-5 B.E.S.T WRITING

- Writing component consists of one text-based constructed response item
 - Students read a variety of texts and respond to a prompt
- Prompt will ask for the student's opinion or ask the student to inform/explain
- Writing Rubric
 - Argumentative
<https://www.fldoe.org/core/fileparse.php/20102/urlt/4-6BESTWritingArgumentationRubric.pdf>
 - Expository
<https://www.fldoe.org/core/fileparse.php/20102/urlt/4-6BESTWritingExpositoryRubric.pdf>

GRADES 4-5 B.E.S.T. WRITING

- This year all Grade 4 and 5 students will participate in the B.E.S.T. Writing assessment in Spring 2024.
- B.E.S.T. Writing will be reported separately from the FAST ELA-Reading assessment
- **NEW 23-24:** Computer-based



GRADES 4-5 WRITING PASSAGE & PROMPT

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.

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.

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.

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.

STUDENT NAME _____

PLANNING SHEET

Use this sheet to plan what you will write. The writing on this sheet will NOT be scored.

Blank lined area for planning writing.

This sheet will NOT be scored.

**SAMPLE OF A
GRADES 4-5
WRITING
PLANNING SHEET**

MATH TEST DESIGN SUMMARY

Math Reporting Categories

■ Grade 3

- Fractional Reasoning
- Geometric Reasoning, Measurement, and Data Analysis and Probability
- Number Sense and Additive Reasoning
- Number Sense and Multiplicative Reasoning

■ Grade 4

- Geometric Reasoning, Measurement, and Data Analysis and Probability
- Number Sense and Operations with Fractions and Decimals
- Number Sense and Operations with Whole Numbers

■ Grade 5

- Algebraic Reasoning
- Geometric Reasoning, Measurement, and Data Analysis and Probability
- Number Sense and Operations with Fractions and Decimals
- Number Sense and Operations with Whole Numbers

Reporting Category	Benchmark Assessed	% of Test
Number Sense and Additive Reasoning	MA.3.NSO.1.1	23-29
	MA.3.NSO.1.2	
	MA.3.NSO.1.3	
	MA.3.NSO.1.4	
	MA.3.NSO.2.1	
	MA.3.AR.1.2	
	MA.3.AR.3.1	
	MA.3.AR.3.3	
Number Sense and Multiplicative Reasoning	MA.3.NSO.2.3	23-29
	MA.3.NSO.2.4 Also Assesses MA.3.NSO.2.2	
	MA.3.AR.1.1	
	MA.3.AR.2.2	
	MA.3.AR.2.3 Also Assesses MA.3.AR.2.1	
	MA.3.AR.3.2	
	MA.3.GR.2.1	
	MA.3.GR.2.2	
Fractional Reasoning	MA.3.FR.1.1	23-29
	MA.3.FR.1.2	
	MA.3.FR.1.3	
	MA.3.FR.2.1	
	MA.3.FR.2.2	
Geometric Reasoning, Measurement, and Data Analysis and Probability	MA.3.GR.1.1	23-29
	MA.3.GR.1.2	
	MA.3.GR.1.3	
	MA.3.GR.2.3	
	MA.3.GR.2.4	
	MA.3.M.1.1	
	MA.3.M.1.2	
	MA.3.M.2.1	
	MA.3.M.2.2	
MA.3.DP.1.2 Also Assesses MA.3.DP.1.1		
Total Benchmark Groupings	31	100

MATH TEST DESIGN SUMMARY

Math Reporting Categories

- **Grade 6 (Grade 5 Math Ramp)**
 - Number Sense and Operations
 - Algebraic Reasoning
 - Geometric Reasoning, Data Analysis and Probability
- Grade 6 Math has an online four-function calculator and students may have a handheld four-function calculator

Reporting Category	Benchmark	Calculator	% of Test
Number Sense and Operations	MA.6.NSO.1.1	CL	33-42
	MA.6.NSO.1.2		
	MA.6.NSO.1.3		
	MA.6.NSO.1.4		
	MA.6.NSO.2.1		
	MA.6.NSO.2.2		
	MA.6.NSO.2.3		
	MA.6.NSO.3.1		
	MA.6.NSO.3.2		
	MA.6.NSO.3.3		
	MA.6.NSO.3.4		
	MA.6.NSO.3.5		
	MA.6.NSO.4.1		
	MA.6.NSO.4.2		
Algebraic Reasoning	MA.6.AR.1.1	CL	25-36
	MA.6.AR.1.2		
	MA.6.AR.1.3		
	MA.6.AR.1.4		
	MA.6.AR.2.1		
	MA.6.AR.2.2		
	MA.6.AR.2.3		
	MA.6.AR.2.4		
	MA.6.AR.3.1		
	MA.6.AR.3.2		
	MA.6.AR.3.3		
	MA.6.AR.3.4		
	MA.6.AR.3.5		
	Geometric Reasoning, Data Analysis, and Probability		
MA.6.GR.1.3			
Also Assesses MA.6.GR.1.2			
MA.6.GR.2.1			
MA.6.GR.2.2			
MA.6.GR.2.3			
MA.6.GR.2.4			
MA.6.DP.1.1			
MA.6.DP.1.2			
MA.6.DP.1.3			
MA.6.DP.1.4			
MA.6.DP.1.5			
MA.6.DP.1.6			
Total Benchmark Groupings	39		100

GRADES 3-6 MATH ITEM TYPES

- Multiple Choice
- Multiselect
- Table Match
- Selectable Hot Text
- Editing Task Choice
- Graphic Response Item Display (GRID) / Action Buttons
- Equation Editor (Math)
- *Any of the item types may be combined into a single item with multiple parts called a multi-interaction item. The student will interact with different item types within a single item. Each part could be a different item type.*



TEST ITEM TYPES

READING AND MATH

R



- Students select **one** correct answer from four answer choices.
- These items appear in the online and accommodated paper-based assessments.

2. In Passage 1, how does the author develop the central idea that people can learn about pet cats by watching wild cats?

- Ⓐ by showing the food that pet cats and wild cats hunt
- Ⓑ by giving examples of how wild cats and pet cats act alike
- Ⓒ by describing how wild cats are more dangerous than pet cats
- Ⓓ by explaining why pet cats are as interesting to study as wild cats

Option B: This answer is correct. The author shows how pet cats are similar to wild cats and behave in many of the same ways.

M

2. What is the expanded form of 7,403?

- Ⓐ $700 + 40 + 3$
- Ⓑ $7,000 + 40 + 3$
- Ⓒ $7,000 + 400 + 3$
- Ⓓ $7,000 + 400 + 30$

Option C: This answer is correct. The student correctly identified that the number has 7 thousands, 4 hundreds, and 3 ones.

TEST ITEM TYPES

READING AND MATH

R



- Student is directed to select **two** or select **all** of the correct answers from the options provided.

M

3. Select **two** sentences from Passage 2 that support the author's claim that Dewey had no problem finding a place to rest.

- "Welcome, welcome, I imagined him saying from his post to the left of the door." (paragraph 16)
- "It wouldn't take long for him to find a lap, and since he'd been up for two hours that usually meant it was time for a nap." (paragraph 19)
- "Dewey must have spent half his first winter curled up in that box." (paragraph 20)
- "What should I do?" (paragraph 21)
- "Cat hair comes with the envelope, I'd say." (paragraph 26)

Option B: This answer is correct. This sentence shows that Dewey had no problem taking a nap on someone's lap in the library.

Option C: This answer is correct. This sentence shows that Dewey did not mind getting rest in odd places and that he could find a place to rest in the library.

5. Hannah has 3 baseballs. Each baseball weighs $\frac{5}{16}$ pound.

Select all the expressions that represent the total weight, in pounds, of all 3 baseballs.

- $\frac{5}{16} + 3$
- $\frac{5}{16} \times 3$
- $\frac{5}{16} \times \frac{3}{1}$
- $\frac{5}{16} \times \frac{3}{3}$
- $\frac{5}{16} + \frac{5}{16} + \frac{5}{16}$

Option B: This answer is correct. The student correctly identified that $\frac{5}{16} \times 3$ accurately represents the situation.

Option C: This answer is correct. The student correctly identified that $\frac{5}{16} \times \frac{3}{1}$ accurately represents the situation.

Option E: This answer is correct. The student correctly identified that the numerator of the expression $\frac{5}{16}$ can be added to itself 3 times to find the total weight of 3 baseballs.



TEST ITEM TYPES

READING AND MATH



- This item type presents options in columns and rows. Options may include words, phrases, sentences, quotations, line/paragraph/passage numbers, or images.
- The student is directed to click a box that matches a correct option from a column with a correct option from a row.
 - Typically, there is only one correct option per row or column, though the number of correct answers may vary.

R

7. Complete the table to show whether the information is found in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Cats are grouped into different types.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sleep is an important part of life for cats.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cats can be excited to spend time with people.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

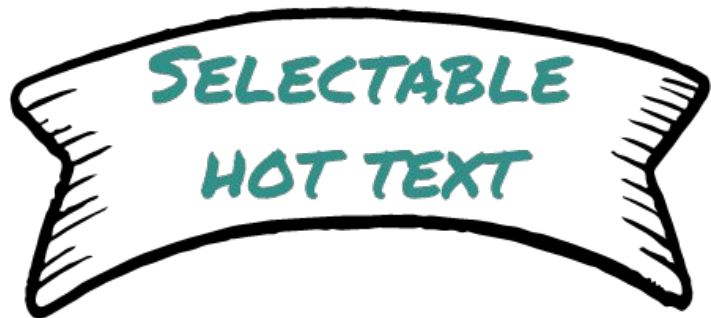
M

7. Match each decimal with all its equivalent fractions.

	$\frac{9}{10}$	$\frac{90}{100}$	$\frac{9}{100}$
0.9	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
0.09	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

TEST ITEM TYPES

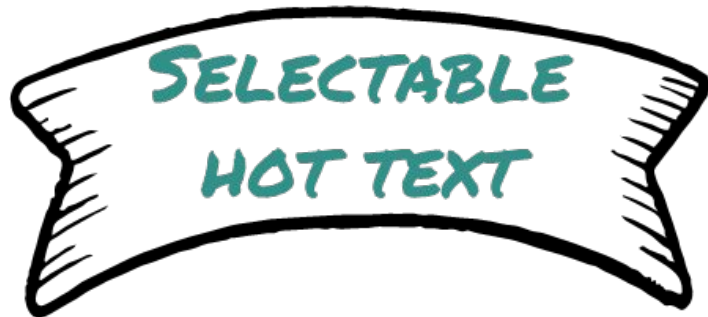
READING



- Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it.
- These items may be used independently or as part of a two-part item. In a two-part item, Part A might ask the student to make an analysis or an inference, and Part B might require the student to use the text to support the answer in Part A. In other cases, the two parts might be independent.

TEST ITEM TYPES

MATH



- Student is directed to click on one or more correct answers from among a number of options. When the student hovers over the options (e.g., phrases, sentences, numbers, or expressions), the text will highlight. This indicates that the text is selectable (“hot”).
- The options may be presented in various ways (e.g., as a list, embedded within text, or in a table). The student can then click on an option to select it.

TEST ITEM TYPES

READING ONLY

R



- Typically, Part A is a multiple-choice question and Part B may be multiple choice, multiselect, or selectable hot text.
- Part A often asks students to make an analysis or inference, and Part B requires students to use the text to support their answer in Part A.

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

Part A

Read this phrase from the passage.

"Two red fireworks shot across the sky like comets . . ." (paragraph 6)

Which type of figurative language is used in this phrase?

- (A) hyperbole
- (B) metaphor
- (C) personification
- (D) simile

Part B

Why does the author use the type of figurative language in Part A?

- (A) to show an event with fireworks
- (B) to show how the fireworks move
- (C) to show the way fireworks are made
- (D) to show how far away the fireworks are

Part A

Option D: **This answer is correct.** Because the phrase makes a comparison using "like," this is a simile.

Part B

Option B: **This answer is correct.** Because the phrase is comparing the fireworks to shooting comets, it is describing how fireworks move across the sky.

TEST ITEM TYPES

MATH ONLY



- Student clicks a blank, which reveals a drop-down menu containing options to complete an equation or expression, a statement, or other component.

M **5**
GUEST, GUEST

A number is shown.

35.714

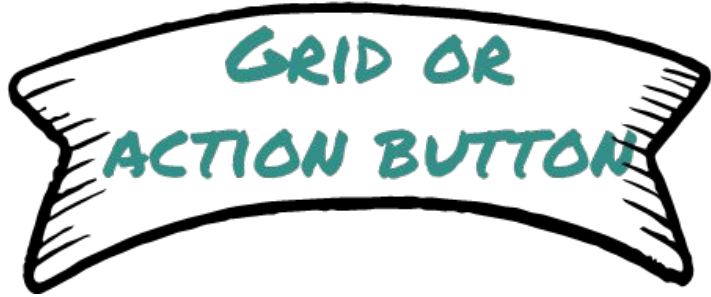
Select words to show one way to decompose the number.

35 + 71 + 4

✓
ones
tens

TEST ITEM TYPES

MATH ONLY



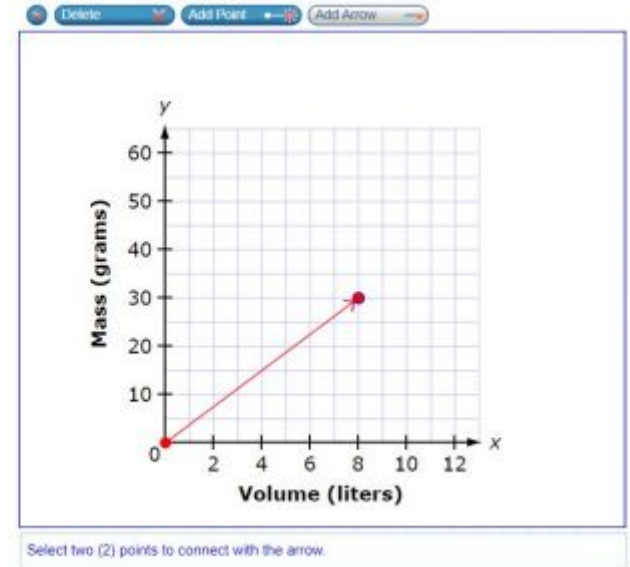
- Grid/Action items may require students to use the point, line, or arrow buttons to create a response on a graph.
- Other Grid/Action items may require students to select words, phrases, or images and/or use the drag-and-drop feature to place them into an answer area.

M

2.

Krypton is a chemical substance. Krypton has a constant of proportionality between its mass and volume. The constant of proportionality is 3.75 grams/liter.

Use the Add Arrow tool to graph krypton's proportional relationship.



M

5. A number is shown.

35.714

Select words to show one way to decompose the number.

35 + 71 + 4

EQUATION EDITOR

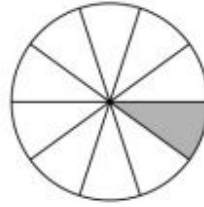
MATH ONLY



- The student is presented with a toolbar that includes a variety of mathematical symbols that can be used to create a response.
- The response box may be separate from the text of the item, or it may be embedded within text of the item (e.g., in line with a sentence or within a table).

M

1. A circle with one part shaded is shown.



Create a fraction that represents the shaded part of the circle.

$\frac{1}{10}$

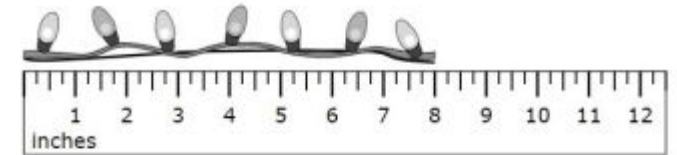
← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
0	$\frac{\square}{\square}$	

Other correct responses: any

M

4. Robert measures a string of lights, as shown.



How long, in inches, is the string of lights?

8

← → ↶ ↷ ✕

1	2	3
4	5	6
7	8	9
0	$\frac{\square}{\square}$	

Other correct responses: any equivalent value

GRADES 4-5 MATH REFERENCE SHEETS

Grade 3 Math does not receive a reference sheet

Grades 4-6 Math students will receive a hard-copy of the reference sheets

5th Grade RAMP gets to use the 4-function calculator [practice site](#)

clear			☒
()	%	
7	8	9	÷
4	5	6	x
1	2	3	-
0	.	√	+

FAST/B.E.S.T./FSA Mathematics Reference Sheets Packet

Grade 4 FAST Mathematics Reference Sheet

Customary Conversions
 1 foot = 12 inches
 1 yard = 3 feet
 1 pint = 2 cups
 1 quart = 2 pints
 1 gallon = 4 quarts
 1 pound = 16 ounces

Time Conversions
 1 minute = 60 seconds
 1 hour = 60 minutes

Formulas
 Rectangle: $P = l + l + w + w$
 $A = l \times w$

Florida Department of Education

FAST/B.E.S.T./FSA Mathematics Reference Sheets Packet

Grade 5 FAST Mathematics Reference Sheet

Customary Conversions
 1 foot = 12 inches
 1 yard = 3 feet
 1 mile = 5,280 feet
 1 mile = 1,760 yards
 1 cup = 8 fluid ounces
 1 pint = 2 cups
 1 quart = 2 pints

Metric Conversions
 1 centimeter = 10 millimeters
 1 meter = 100 centimeters
 1 meter = 1000 millimeters
 1 kilometer = 1000 meters
 1 liter = 1000 milliliters
 1 gram = 1000 milligrams
 1 kilogram = 1000 grams

2023-2024

Grade 6 FAST Mathematics Reference Sheet

Customary Conversions
 1 foot = 12 inches
 1 yard = 3 feet
 1 mile = 5,280 feet
 1 mile = 1,760 yards
 1 cup = 8 fluid ounces
 1 pint = 2 cups
 1 quart = 2 pints
 1 gallon = 4 quarts
 1 pound = 16 ounces
 1 ton = 2,000 pounds

Time Conversions
 1 minute = 60 seconds
 1 hour = 60 minutes
 1 day = 24 hours
 1 week = 7 days
 1 year = 365 days
 1 year = 52 weeks

Formulas
 Rectangular Prism: $V = lwh$
 or
 $V = Bh$

Key	
l = length	B = area of base
w = width	V = volume
h = height	

GRADE 5 SCIENCE TEST DESIGN

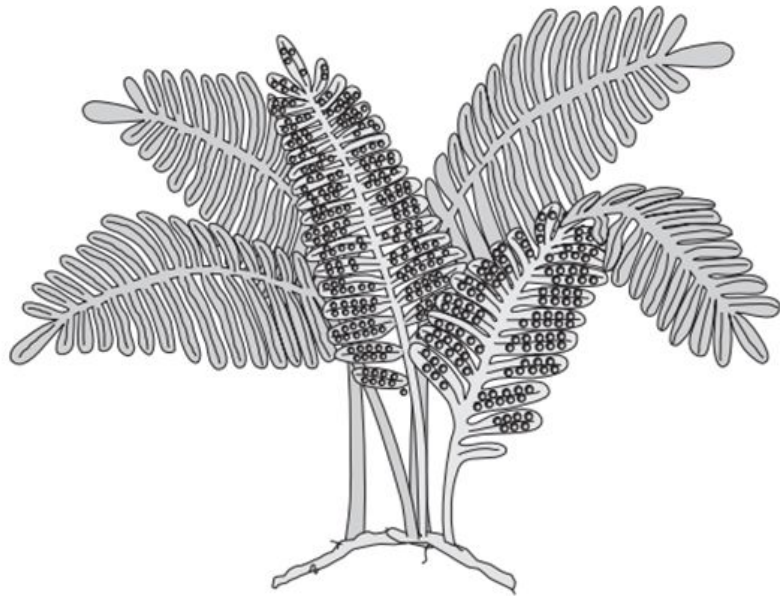
- Only Grade 5 students take the Statewide Science assessment.
- **NEW 23-24**: Computer-based
- This is the only test that is ALL multiple-choice.

SCIENCE CONTENT CATEGORIES Grade 5			
Approximate percentage of raw score points for each category.			
Grade	Reporting Category	Percent of Test	Number of Items
5	Nature of Science	17	60-66
	Earth and Space Science	29	
	Physical Science	29	
	Life Science	25	

SCIENCE PERCENTAGE OF POINTS BY DEPTH OF KNOWLEDGE (DOK)* LEVEL Grades 3-5	
Level 1 (Low): Recall	10-20%
Level 2 (Moderate): Basic Application of Skills & Concepts	60-80%
Level 3 (High): Strategic Thinking & Complex Reasoning	10-20%

GRADE 5 SCIENCE TEST DESIGN

- 6 Plants are classified according to their structures. The plant pictured below reproduces without seeds and has simple tubes for transporting water.



In which group of plants would this plant be classified?

- F. spore-producing plants with many leaves
- G. plants that produce fruit on their leaves
- H. plants that carry seeds on their leaves
- I. flowering plants with many leaves

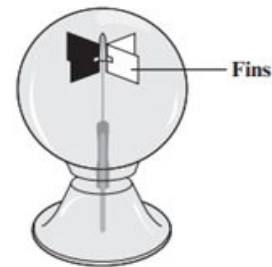
- 7 Erosion and weathering can both cause changes to the surface of Earth. Which of the following happens **only** because of erosion and NOT because of weathering?

- A. Rocks form deep underground.
- B. Rocks become smooth and round.
- C. Rocks are broken apart into small pieces.
- D. Rocks are moved from one place to another.

GRADE 5 SCIENCE TEST DESIGN

- Students will often need to read text, pictures, charts, and/or graphics prior to answering the questions.

- 10 A radiometer is a device with fins that spin when light energy strikes them. A picture of a radiometer is shown below. As part of an experiment, a light source was placed 50 centimeters (cm) from a radiometer. The light source gave off four different-colored lights for 30 seconds (s) each. After each color of light was turned off, the amount of time the fins on the radiometer spun was recorded. The results are shown in the table below.



Radiometer

RADIOMETER DATA

Color of Light	Spinning Time (s)
Red	46
Green	55
Blue	72
White	75

Which color of light provided the **greatest** amount of light energy according to the data in the table?

- F. red
- G. green
- H. blue
- I. white

GRADE 5 SCIENCE TEST DESIGN

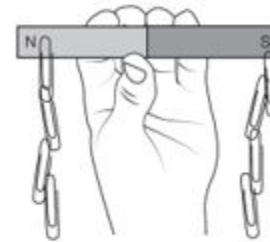
Students will also have Science Context Dependent Question.

These are scenario-based reading passages of task and then given discrete questions relating to the passage.

The NAEP science assessment measured students' familiarity with the natural world; their understanding of concepts, principles, laws, and theories of science; and their ability to engage in scientific inquiry.

Magnetic Attraction

During an investigation in a science class, a teacher held a bar magnet above a pile of steel paper clips on a lab table and then moved the magnet toward the pile. When the magnet was approximately 5 centimeters above the pile, a few paper clips moved off the table toward the bar magnet. The teacher raised the bar magnet so the students could observe that four steel paper clips were attached to each end of the magnet, as shown in the following diagram.



One of the students asked whether magnets affect objects made of all materials. To further investigate the student's question, an investigation using bar magnets held above objects made of various materials was conducted. The students observed which objects were attracted by the magnets and recorded their observations in a table like the following table.

WHAT MATERIALS ARE ATTRACTED BY MAGNETS?

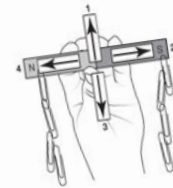
Object	Attracted by Magnet
Wood pencil	No
Plastic ruler	No
Steel paper clips	Yes
Paper cups	No
Iron nails	Yes
Copper pennies	No
Aluminum foil	No

To answer the following questions, refer to the "Magnetic Attraction" passage, illustrations, and charts.

1. Which questions did the students most likely want to answer by conducting the investigation "Materials Attracted by Magnets"?

- A. Are large objects attracted by magnets?
- B. What materials are attracted by magnets?
- C. How far from a magnet can an object be and still be attracted by a magnet?
- D. Does the shape of a magnet affect the objects that will be attracted by a magnet?

2. In the diagram below, the teacher is holding a bar magnet with steel paper clips attached.



Select the arrow in the diagram that identifies the direction of the force of gravity acting on the paper clips.

- A. Location 1
- B. Location 2
- C. Location 3
- D. Location 4

3. What conclusion can students make about objects attracted to bar magnets based on the evidence collected in the investigation "What Materials are Attracted By Magnets"?

- A. All the objects can be pulled toward the bar magnets.
- B. All the objects can be pushed away by bar magnets.
- C. Most objects made of metal are pulled toward bar magnets.
- D. Most objects made of metal are pushed away by bar magnets.

4. Kyle has a mixture of sugar and iron filings. What would be the BEST way for Kyle to separate the mixture?

- A. Pour the mixture on a piece of black paper and sort it by color.
- B. Place the mixture in water and sort it by flotation.
- C. Use a strainer to separate the mixture by particle size.
- D. Use a magnet to separate the mixture by magnetic properties.



**SCORING
AND
REPORTING**

FAST

GRADES 3-5 ELA & GRADES 3-5 MATH

REPORTS & RESULTS

FAST REPORTING FDOE UPDATES

- FDOE completed standard-setting and the new cut points were approved in October 2023.
- FDOE released the 2022-23 **informational** school grades – [click here to view](#)
- FDOE released the FAST ELA & Math PM1 scores with the new BEST scale on December 4, 2023.
- For PM2-3, FAST ELA & Math will be reported based on the **NEW** scale scores, achievement levels, and percentile ranks.
- For PM3, schools are required to test 95% of eligible students in order to earn a school grade.

FAST ACHIEVEMENT LEVELS

3-5 ELA AND 3-6 MATH

NEW: B.E.S.T. Scale Chart for ELA & Math

- Achievement Levels range from Level 1 to Level 5
- For all assessments, Level 3 indicates on grade level performance.

Achievement Levels



Well Below Grade Level:

Likely to need substantial support for the next grade/course

Below Grade Level:

Likely to need substantial support for the next grade/course

On Grade Level:

May need additional support for the next grade/course

Proficient:

Likely to excel in the next grade/course

Exemplary:

Highly likely to excel in the next grade/course

Scale Score Ranges for Each Achievement Level

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3 ELA Reading	140–185	186–200	201–212	213–224	225–260
Grade 4 ELA Reading	154–198	199–212	213–223	224–236	237–270
Grade 5 ELA Reading	160–205	206–221	222–231	232–245	246–279
Grade 6 ELA Reading	161–208	209–224	225–236	237–249	250–284
Grade 7 ELA Reading	165–214	215–231	232–241	242–256	257–292
Grade 8 ELA Reading	169–219	220–237	238–250	251–261	262–300
Grade 9 ELA Reading	174–223	224–241	242–253	254–266	267–303
Grade 10 ELA Reading	179–229	230–246	247–257	258–270	271–308
ELA Reading Retake	179–229	230–246	247–257	258–270	271–308
Grade 3 Mathematics	140–182	183–197	198–208	209–224	225–260
Grade 4 Mathematics	155–199	200–210	211–220	221–237	238–273
Grade 5 Mathematics	158–206	207–221	222–233	234–245	246–285
Grade 6 Mathematics	168–212	213–228	229–238	239–253	254–287
Grade 7 Mathematics	175–222	223–234	235–246	247–257	258–288
Grade 8 Mathematics	183–226	227–243	244–253	254–262	263–291
Algebra 1	325–378	379–399	400–417	418–434	435–475
Geometry	325–384	385–403	404–422	423–431	432–475

FAMILY PORTAL

- Grades 3-5 results will be available within **24-48 hours** on the Family Portal after students have participated in the assessment.
 - “View Detailed Report” will be available within one-week after student participates in the assessment.
- Family Portal Brochure describes how to access your student’s results via the secure SCPS Skyward Family Access.
- Families can view data from Fall 2020 to current school year.

How to Access the Family Portal



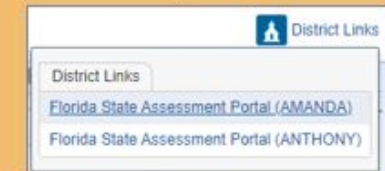
The new Florida Department of Education’s Family Portal provides a central location for students’ assessments results.

The homepage displays the student’s scores for the ELA, Math, Science, and EOCs (Algebra 1, Geometry, Biology 1, Civics, and/or U.S. History) assessments that he/she completed from Fall 2020 to current school year.

If you do not have an SCPS Skyward Family Access account, please contact your school.

How can I access the Family Portal?

1. Log in to the secure SCPS Skyward Family Access
2. Click on **District Links** in the upper right corner of the home page,
3. Click on Florida State Assessment Portal (Student Name) - you will be directed to your student’s assessments results. *Note: If you have multiple students then you will have multiple links.*



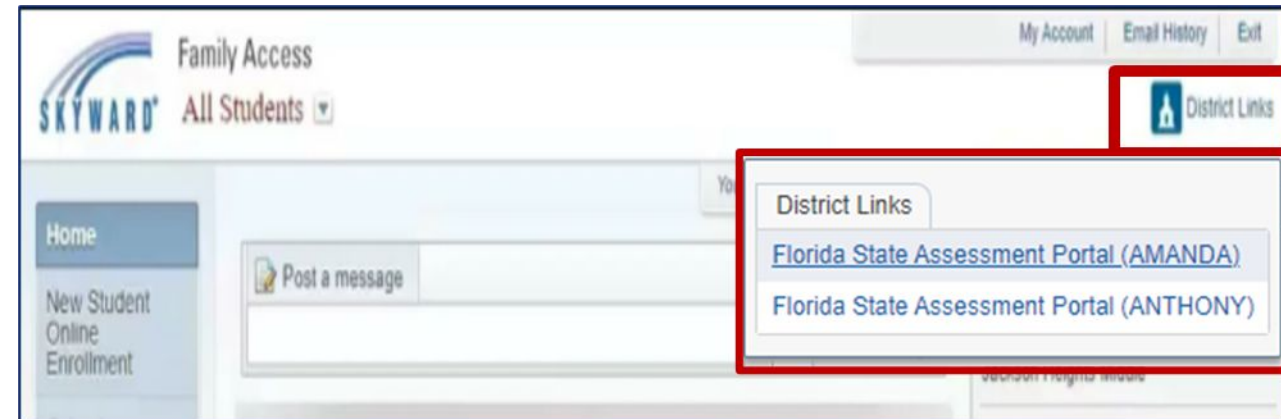
What information can I find on the Family Portal?

1. Displays the student’s test results from Fall 2020 to current test administrations (scale score, performance level, and bar graph)
2. Student’s Individual Score Reports (detailed report) with an interpretative guide
3. Glossary
4. Resources / FAQs



ACCESSING FAMILY PORTAL VIA SKYWARD

- SCPS students and families will access the FDOE's Family Portal via the secure Skyward Family Access
 1. Log in to Skyward Family Access
 2. Click on District Links
 3. Click on Florida State Assessment Portal (Student Name)
 - If you have multiple students, then there will be a link for each student
- If you are NOT seeing your student's name(s) under district links, please email Daphne Csonka Turner at Daphne_Csonka@scps.k12.fl.us



If you do not have a Skyward Family Access account, please contact your school.

FAMILY PORTAL CONTENTS

1. Student's Detail
2. Subjects Tested
3. Scale Score
4. Bar Graph
5. View All Tests
6. View/Download Detailed Report
7. New Report(s) Memo
8. Glossary
9. Resources
10. Print
11. Sign Out
12. School Year of Tests

Steven Rogers
Student ID: 999941503 Date of Birth: 02/03/2004

Steven's Scores for 2020-2021 School Year

Sorted by Most Recent Test

Glossary Guide Resources Print

New! Just in - score reports available! Check how your child did on tests for English Language Arts and Geometry EOC. (4/16/2021)

English Language Arts [View All Tests](#)

Your Child's Most Recent Test

New! Date Taken: 4/16/2021 Test Window: Spring Retake 2021 Score: **400** [View Detailed Report](#)

284 Level 1 334 Level 2 350 Level 3 362 Level 4 378 Level 5 412

Your student has met the Grade 10 English Language Arts assessment graduation requirement by scoring at or above the passing score of 350.

Geometry EOC [View All Tests](#)

Your Child's Most Recent Test

New! Date Taken: 4/1/2021 Test Window: Spring 2021 Score: **497** [View Detailed Report](#)

425 Level 1 486 Level 2 499 Level 3 521 Level 4 533 Level 5 575

Students who score in Level 2 demonstrate a below satisfactory level of mastery of the Florida Standards for this course. To be prepared for the next course, they are likely to need substantial support.

Algebra 1 EOC [View All Tests](#)

Your Child's Most Recent Test

Date Taken: 10/15/2020 Test Window: Fall 2020 Score: **510** [View Detailed Report](#)

425 Level 1 487 Level 2 497 Level 3 518 Level 4 532 Level 5 575

Your student has met the Algebra 1 EOC assessment graduation requirement by scoring at or above the passing score of 497.

GRADES 3-5 FAST STUDENT REPORT

Page 1 of the Report

- **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.
- **Purple-shaded area** displays student's scale score compared to their peers at the school, district, and state level
 - This information is generated when the report is created; therefore, the data will change throughout the test window.
- **Orange-shaded area** contains important notes for families.
 - This information may change between administration and subjects.

FLORIDA DEPARTMENT OF EDUCATION | Reporting | Individual Student Report

Student, Demo | Grade 5 FAST Mathematics 2023-2024
Student ID: DM999999999999 | Student DOB: 7/2/2009 | Enrolled Grade: 5 | Demo District
Date Taken: 12/12/2023 | Test Reason: PM2 2023-24 | Demo School

Scale Score: 244 | Achievement Level: Level 4 | Percentile Rank: 85

How Did Your Student Do on the Test?

Score	Achievement Level	Description
285	Level 5 Exemplary	Students who score in Level 5 demonstrate exemplary success with the challenging content on the B.E.S.T. Standards. They are highly likely to excel in the next grade.
246	Level 4 Proficient	Students who score in Level 4 demonstrate proficient success with the challenging content on the B.E.S.T. Standards. They are likely to excel in the next grade.
234	Level 3 On Grade Level	Students who score in Level 3 demonstrate on grade level success with the challenging content on the B.E.S.T. Standards. They may need additional support to excel in the next grade.
222	Level 2 Below Grade Level	Students who score in Level 2 demonstrate below grade level skills but are not yet demonstrating On Grade Level success with the challenging content on the B.E.S.T. Standards. To be prepared for the next grade, they are likely to need substantial support.
207	Level 1 Well Below Grade Level	Students who score in Level 1 demonstrate well below grade level skills but are not yet demonstrating On Grade Level success with the challenging content on the B.E.S.T. Standards. To be prepared for the next grade, they are likely to need substantial support.
158	Does Not Meet State Standard	

Score 244

How Does Your Student's Score Compare?

Name	Average Scale Score
Demo Dist 77	234
Demo School 9004	213

Please note, scores are reported on the new B.E.S.T. score scale approved by the State Board of Education in October 2023.

Percentile rank will be reported after the PM window closes. This rank will indicate where your student's performance falls compared to all other students who took the same test in this window.

Please visit the FAST Portal at www.ffast.org to access additional information and resources, including a [Parent Guide](#) that explains each element of this report and what it means for your student.

Students in grades 3-5 who scored a Level 1 or Level 2 may be eligible for a \$500 scholarship to be used for instructional materials, tutoring, and summer or after school educational programs. Visit <http://Stepupforstudents.org/newworlds/> for more information.

Please note, the information in the comparison table is based on the averages at the time this report was generated.

Each progress monitoring assessment covers the full-year content expectations for a particular grade level and subject. Therefore, at the beginning of the school year (PM1) and at the middle of the school year (PM2), students may not yet be at grade level; however, this does not necessarily indicate that a student is not on track to succeed by the end of the school year (PM3). The results from PM1 and PM2 are for informational purposes only, providing teachers and families information to help guide instruction and support throughout the school year based on a student's strengths and weaknesses.

GRADES 3-5 FAST STUDENT REPORT

Page 2 & 3 of the Report

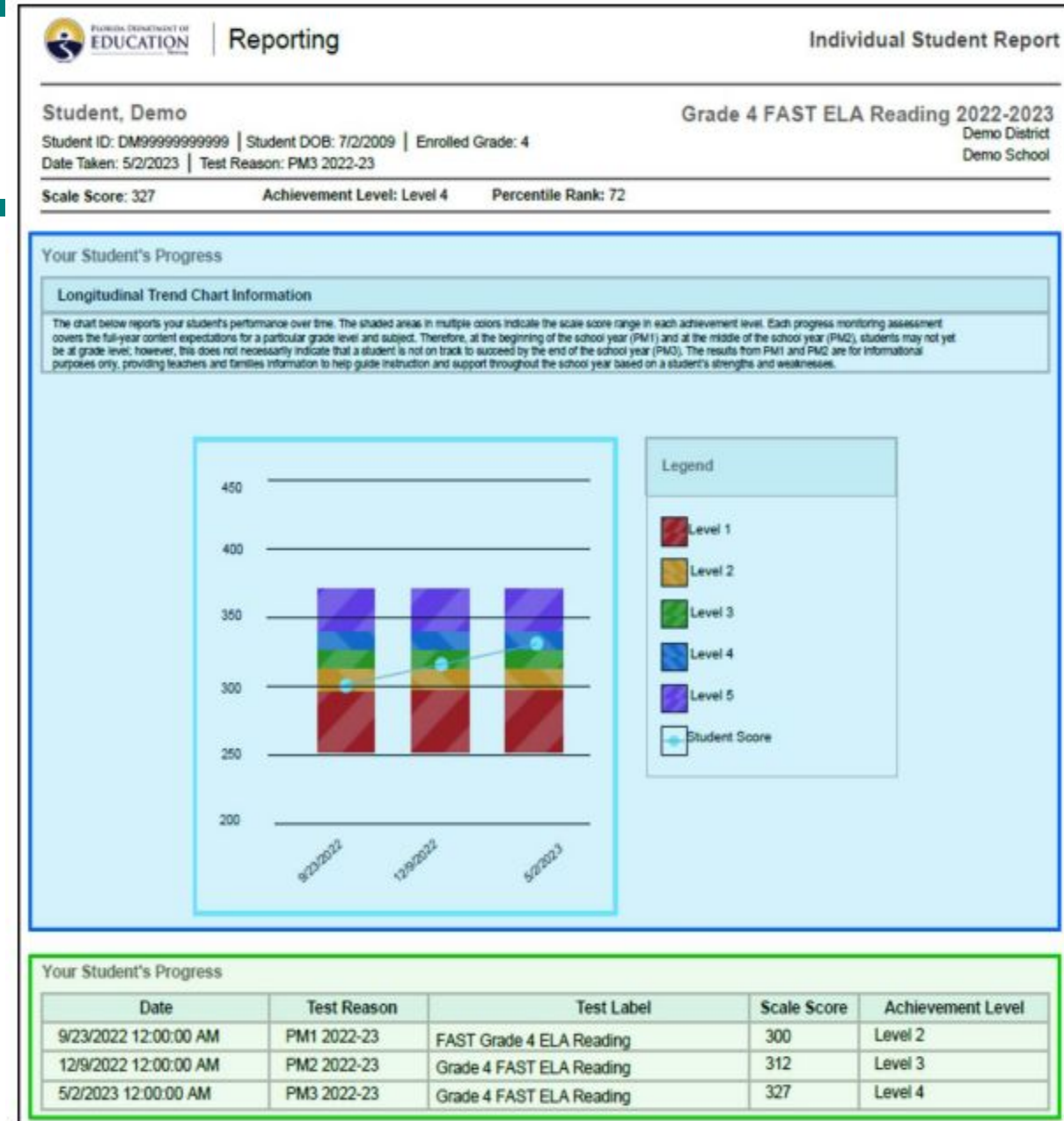
- **Blue-shaded area** contains a diagram for each reporting category, which represents the student's performance relative to the standard.
 - The dashed line represents on grade level.
 - The location of the black dot indicates the student's performance in the reporting category.
 - The lines to the left and right of the dot display the range of likely scores that the student would receive if they took the test multiple times within the testing window.
- **Green-shaded area** indicates whether the student performed **below, at/near, or above the standard** in each reporting category.
 - The description includes an explanation of the student's strengths and weaknesses as well as next steps parents can take to help the student make progress in their learning

FLORIDA DEPARTMENT OF EDUCATION Reporting		Individual Student Report	
Student, Demo		Grade 5 FAST ELA Reading 2023-2024	
Student ID: DM999999999999 Student DOB: 7/2/2009 Enrolled Grade: 5		Demo Dist Demo School	
Date Taken: 7/24/2023 Test Reason: PM1 2023-24			
Scale Score: 344		Achievement Level: Level 4	
How Did Your Student Perform on Different Areas of the Test?			
<p>The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's performance in each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times within this testing window.</p>			
Category	Achievement	Achievement Level	Achievement Level Description
1. Reading Prose and Poetry		At/Near the Standard	<p>What These Results Mean For example, your learner may be able to:</p> <ul style="list-style-type: none"> Explain how clearly stated and implied details about the characters, settings, events, and/or conflict impact the plot (storyline). Explain the development of a theme (message/big idea), using details about the events and characters. Describe how the author uses details to explain a character's perspective (thoughts, feelings, or reactions about what is happening). Explain how simple uses of figurative language and poetic elements (form, rhyme, meter, line breaks, and imagery) work together in a poem. <p>Next Steps Read a variety of stories with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> Explain how the character's perspective (thoughts, feelings, and/or actions) affect the plot (storyline). Explain how the settings, events, and/or conflicts impact the plot (storyline). Explain how specific characters' thoughts, feelings, and actions as well as events support the theme (message/big idea). Identify details in the text that explain a character's perspective (thoughts, feelings, or reactions about what is happening) and discuss why these details are important to the story. <p>Read a variety of poems. Have your learner explain:</p> <ul style="list-style-type: none"> How figurative language (metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom) aids in the reader's comprehension. How poetic elements (form, rhyme, meter, line breaks, and imagery) help the reader understand what is being described in the poem (e.g., How does the structure of the second stanza contribute to the overall meaning?).
2. Reading Informational Text		Above the Standard	<p>What These Results Mean For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> Explain how text structure (chronological order, comparison, cause and effect, problem/solution, sequence, and description) and/or complex text features (such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations) contribute to the overall meaning of a text. Explain how relevant details support the clearly stated or implied central idea(s) (important ideas). Analyze why the author wrote about the topic and the author's perspective (how an author feels about a topic). Track the development of a complex argument by identifying the claim(s) (major points), evidence, and reasoning. <p>Next Steps Read a variety of current event, historical, or scientific articles with your learner. For example, have your learner:</p> <ul style="list-style-type: none"> Explain how and why the author's use of multiple text structures within the text helps the reader understand the overall meaning of the text. Explain how and why multiple text features such as titles, headings, captions, graphs, maps, glossaries, and/or illustrations help the reader understand the overall meaning of the text. Explain how complex details contribute and support the implied central idea(s) (important ideas). Analyze why the author wrote about the topic and the perspective (author's feelings) toward a topic. Track the development of an argument and explain how and why the author's use of evidence and reasoning supports the multiple claims (major point) (e.g., How does the argument develop throughout the text?).

GRADES 3-5 FAST STUDENT REPORT

Page 4 of the Report

- **Blue-shaded area** displays a student's achievement level/growth over time.
 - The bottom of the chart indicates the date when the student took each test so you can compare performance between PM1, 2, & 3.
 - Note: This will show the current school year only.
- **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.



GRADES 3-5 FAST STUDENT REPORT

Page 5+ of the Report

- **Orange-shaded area** displays the total number of items for each reporting category the benchmark key, the points earned, and the points possible.

FLORIDA DEPARTMENT OF EDUCATION		Reporting	Individual Student Report
Student, Demo		Grade 5 FAST ELA Reading 2023-2024	
Student ID: DM999999999999 Student DOB: 7/2/2009 Enrolled Grade: 5		Demo Dist	
Date Taken: 7/24/2023 Test Reason: PM1 2023-24		Demo School	
Scale Score: 344	Achievement Level: Level 4		
How Did Your Student Perform on Each Test Question?			
1. Reading Prose and Poetry			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
8	RP/ELA.5.R.1.3	Describe how an author develops a character's perspective in a literary text.	1/1
9	RP/ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	1/1
10	RP/ELA.5.R.1.3	Describe how an author develops a character's perspective in a literary text.	1/1
11	RP/ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text.	1/1
12	RP/ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	1/1
14	RP/ELA.5.R.1.4	Explain how figurative language and other poetic elements work together in a poem.	1/1
15	RP/ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text.	1/1
17	RP/ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text.	1/1
32	RP/ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	0/1
33	RP/ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	1/1
35	RP/ELA.5.R.1.3	Describe how an author develops a character's perspective in a literary text.	1/1
37	RP/ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text.	1/1
2. Reading Informational Text			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
3	RI/ELA.5.R.2.3	Analyze an author's purpose and/or perspective in an informational text.	1/1
4	RI/ELA.5.R.2.1	Explain how text structures and/or features contribute to the overall meaning of texts.	1/1
5	RI/ELA.5.R.2.3	Analyze an author's purpose and/or perspective in an informational text.	1/1
7	RI/ELA.5.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.	0/1
20	RI/ELA.5.R.2.1	Explain how text structures and/or features contribute to the overall meaning of texts.	1/1
21	RI/ELA.5.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.	1/1
25	RI/ELA.5.R.2.4	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.	1/1
26	RI/ELA.5.R.2.4	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.	1/1
27	RI/ELA.5.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.	1/1
28	RI/ELA.5.R.2.3	Analyze an author's purpose and/or perspective in an informational text.	1/1

SKYWARD FAMILY ACCESS > TEST SCORES

GRADES 3-5 ELA-READING & 3-6 MATH

- Families can also view their students test scores on Skyward Family Access under **Test Scores**.
- Test Name **FSTRO** – students results for Grades 3-5 ELA-Reading
- Test Name **FSTMO** – students results for Grades 3-6 Math

	SCALE SCORE	ACHIEV LEVEL	Standards
(1) Reading	338	3	
(2) Generes & Vocab			At/Near
(3) InformationText			At/Near
(4) Prose&Poetry			Above

	SCALE SCORE	ACHIEV LEVEL	Standards
(1) Math	294	1	
(2) Alg Reasoning			
(3) GeoAnalysisProb			
(4) NumberOperation			
(5) DataAnalysisPro			
(6) Geo Reasoning			
(8) Linear Data Fun			
(9) NumSensOPS&PROB			
(10) FractionReasoni			
(11) GeomMeasurData			Below
(12) NumAdditiveReas			
(13) NumMultiplReaso			
(14) NumOperFraDecim			Below
(15) NumOperwholeNun			At/Near

2023-24 ES SCHOOL GRADE MODEL

- A maximum of 8 components
- School grade is based on the percentage of total points earned, and schools are graded based only on the components for which they have sufficient data.
- Grade 3 ELA achievement component will be included
 - Grade 3 is also included in the overall ELA achievement
- No Writing component at this time

English Language Arts	Mathematics	Science
3 rd -5 th Achievement (0% to 100%)	Achievement (0% to 100%)	Achievement (0% to 100%)
3 rd grade Achievement (0% to 100%)		
Learning Gains (0% to 100%)	Learning Gains (0% to 100%)	
Learning Gains of the Low 25% (0% to 100%)	Learning Gains of the Low 25% (0% to 100%)	

STATE ASSESSMENTS RELEASE PROPOSED TIMELINE

■ Proposed Released Test Timeline

- Section 1008.22(8), Florida Statutes (F.S.), requires the Department to publish each statewide, standardized assessment administered, excluding retakes, at least once on a triennial basis, with the initial publication occurring no later than June 30, 2024.

June 30, 2024	June 30, 2025	June 30, 2026
Grade 3 ELA Reading & Mathematics	Grade 5 ELA Reading & Mathematics	Grade 4 ELA Reading & Mathematics
Grade 6 ELA Reading & Mathematics	Grade 8 ELA Reading & Mathematics	Grade 7 ELA Reading & Mathematics
Grade 10 ELA Reading	Grade 8 Science	Grade 5 Science
Algebra 1	Grade 9 ELA Reading	
Civics	Geometry	
Biology 1	U.S. History	
Annually: Grades 4–10 Writing prompts and individual student responses		

GRADE 3 FAST ELA-READING PM3 PROMOTION

**IMPORTANT
INFORMATION**

- The requirement that Grade 3 students receive a **level 2 or higher** on the FAST **ELA-Reading PM3** (not PM1 or PM2) assessment in order **to be promoted to Grade 4** will remain in place.
- Students who score a **Level 1 on the Grade 3 ELA-Reading PM3 (not PM1 or PM2)** **MAY** qualify for a good cause exemption for promotion to Grade 4 per Florida State Board Rule 6A-1.094221(1)(A), F.A.C.

GRADE 3 FAST ELA GOOD CAUSE

**IMPORTANT
INFORMATION**

- **SCPS “Good Cause” Exemptions for Grade 3 FAST ELA-Reading (not Math)**
 1. **Student Portfolio** – teachers complete this process from **February to May**
 - an organized collection of evidence of the student’s mastery of the ELA-Reading standards that are assessed on the G3 FAST ELA-Reading test
 2. **iReady computer-based** (*Passing Score is a 534 or higher*)
 - 1st Attempt: Spring Testing **Diagnostic 3: May 13-24**
 - 2nd Attempt: Summer Testing **June 24-27**
 - **SAT10: paper-based** – Summer Testing Only - **June 25-27** (*Passing Score is a 45 percentile or higher*)
 4. **FAST PM1** Start of School Year 2024-25 (August-September)

ALL decisions are made on an individual/student basis!



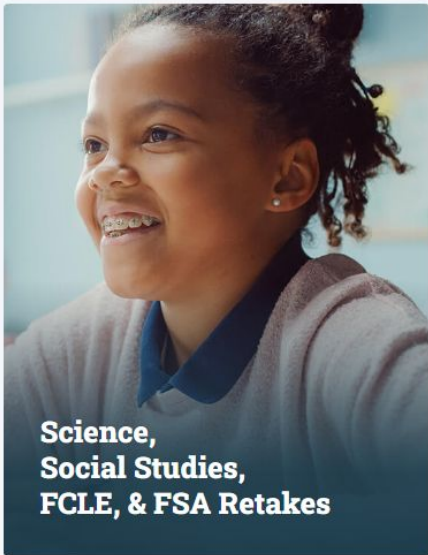
HELPFUL RESOURCES

FAST PORTAL HOME PAGE

[HTTPS://FLFAST.ORG/INDEX.HTML](https://flfast.org/index.html)

Welcome to the Florida Statewide Assessments Portal

Learn more about all of our assessments, including the FAST assessment, which is new for the 2022–2023 school year.



Welcome to the FAST Portal

Select Students & Families



ASSESSMENT ACCOUNTABILITY
SEMINOLE COUNTY PUBLIC

FAST PORTAL – GRADES 3-5 SAMPLE TESTS

[HTTPS://FLFAST.ORG/INDEX.HTML](https://flfast.org/index.html)

You do not
need a log in
to sign in!

Please Sign In

ON

Guest User

Switch to OFF to sign in with a test ticket

ON

Guest Session

Switch to OFF to enter a Session ID



Take a Sample Test for
Grades 3-10

- Review the [2023-24 Practice Test and Sample Test Materials Guide](#)
- Practice Site: <https://flfast.org/families.html>
- This is the platform that students use when taking the FAST and BEST assessments.
 - Recommend students take the sample tests to become familiar with the various item types that will be encountered on the assessments, as well as the system, functionality, and tools on computer-based tests. *(You do not need a log in to sign in.)*



FAST PORTAL – GRADES 3-5 SAMPLE TESTS

- Please note the following:
 - While students are encouraged to use sample practice tests, they are not required prior to testing.
 - Sample Tests' **Answer Keys** for paper- and computer-based are available in the FAST portal under **Resources** (search for “Answer Key”)
 - Computer-based:
<https://flfast.org/resources/sample-test-materials/fast-computer-based-sample-test-materials-answer-keys>
 - Paper-based:
<https://flfast.org/resources/sample-test-materials/fast-paper-based-sample-test-materials-answer-keys>
 - FAST paper-based Sample Test Materials (Reading & Math)
 - <https://flfast.org/resources/sample-test-materials/fast-paper-based-sample-test-materials>

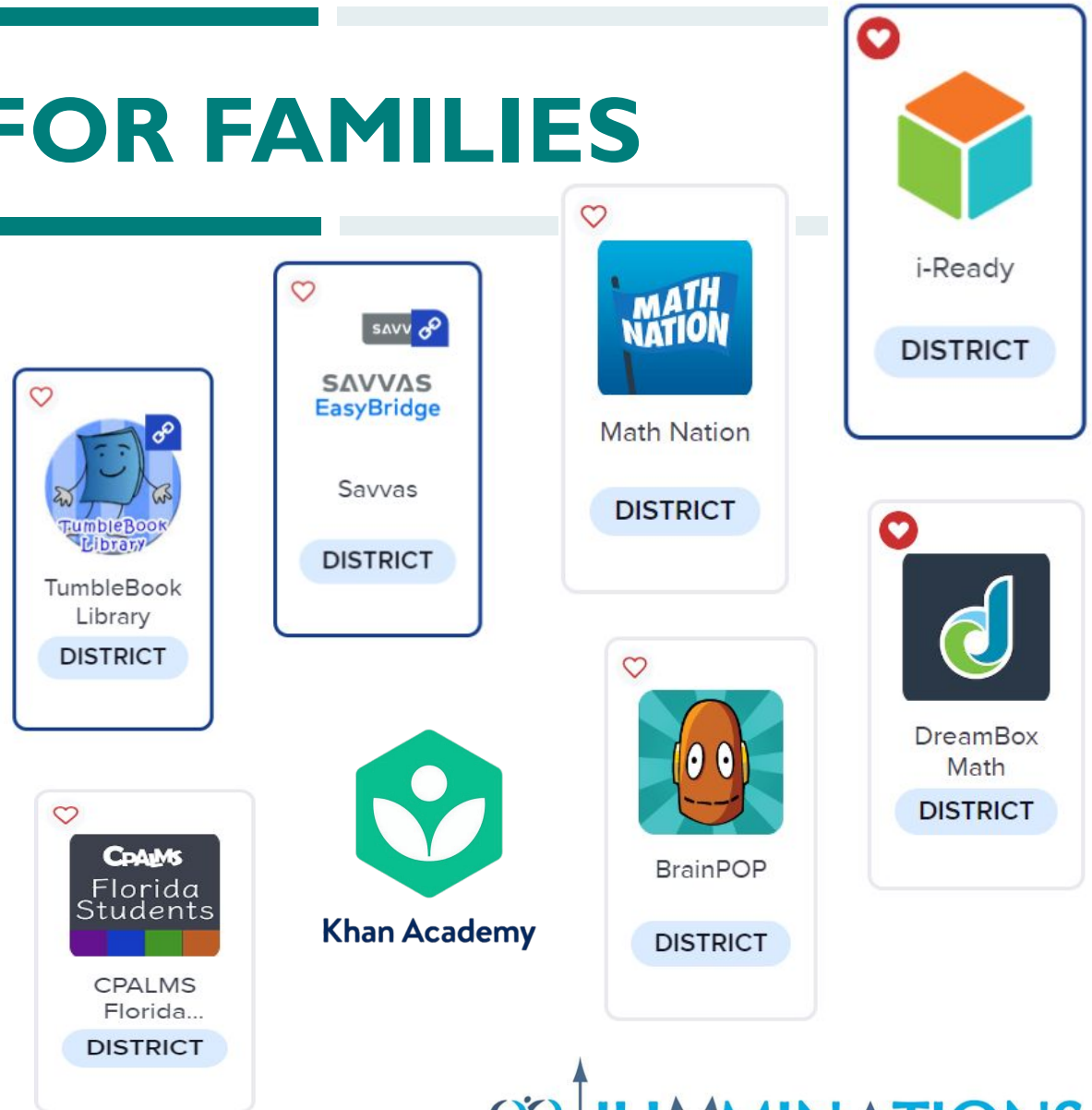
HELPFUL RESOURCES FOR FAMILIES

- FAST Portal: <https://flfast.org/families.html>
 - FAST Resources: <https://flfast.org/resources>
- Florida State Standards (cpalms): www.floridastudents.org
- Florida Department of Education, Assessment & Accountability: <https://www.fldoe.org/accountability/assessments/>
- Florida Accountability Reports (Know Your Schools): <https://edudata.fldoe.org/>
- SCPS Assessment & Accountability: <https://www.scps.k12.fl.us/district/departments/assessment-accountability/>

RESOURCES

HELPFUL RESOURCES FOR FAMILIES

- Savvas Engagement Topic Resources (Math)
- Khan Academy (Math-all grade levels)
- Math Nation (5th grade RAMP)
- i-Ready (Reading & Math)
- DreamBox (Math)
- Illuminations.NCTM.org (Math)
- BrainPop (Reading, Math, & Science)
- CPalms (Reading, Math, & Science)
- Tumble Books (Reading)
- Typing Club



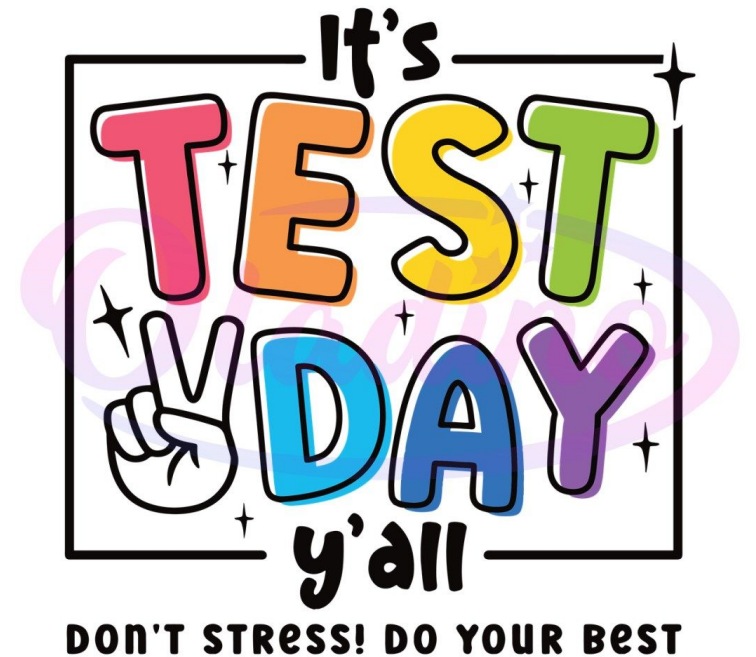
TOP TIPS FOR PARENTS

- Be certain your child is reading both fiction and nonfiction texts. Have them retell you what he/she has read.
- Help your child read for extended periods of time to build stamina.
- Discuss the meanings of unfamiliar words by looking for context clues in the sentences around the word to figure out its meaning.
- It is vital that your student attends school regularly and arrives **ON TIME**.
- Check the daily planner for homework assignments. Review and monitor your child's progress. Practice similar problems.
- Make sure your student gets to bed at an early hour before testing days and have them eat a healthy breakfast to nourish the brain on the day of testing. School breakfast is offered **FREE** of charge daily from 8:05-8:30 AM.
- Encourage your child to give his/her **BEST EFFORT**. Send them to school with **POSITIVE VIBES ONLY** on testing days!

TOP TIPS FOR PARENTS

■ Most Importantly!

*Encourage your child to give his/her **BEST EFFORT**. Send them to school with **POSITIVE VIBES ONLY** on testing days!*



GRADES 3-5 RECOMMENDED RESOURCES

- [Test Administration Manual](#) – policy and procedural information for administering assessments
- **Test Design Summaries & Blueprints** – provides a map/blueprint for how each assessment is designed
 - [ELA Test Design](#), [Math Test Design](#), and [Grade 5 Science Test Design](#)
- [Understanding Florida Statewide Assessment Reports](#) – explanation of the reports, information about the content assessment, and glossary of the terms used in the reports



ASSESSMENT & ACCOUNTABILITY TEAM

■ Contact Information

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Jennifer_MacDonald@scps.k12.fl.us

QUESTIONS & ANSWERS

ANY

QUESTIONS?

