



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Understanding FAST
Grades 3–10 ELA Reading and
Grades 3–8 Mathematics
and
B.E.S.T. Algebra 1 and Geometry EOC
Reports for Teachers,
School-Level Users,
and District-Level Users

April 2023

Contents

Introduction	3
Testing Format	3
FAST and B.E.S.T. EOC Scores.....	3
Scale Scores and Achievement Levels	4
PM1 and PM2 Scores	4
PM3 Scores.....	4
Achievement Levels.....	5
Florida Reporting System (FRS).....	6
Family Portal.....	6
Individual Student Reports (ISR).....	6
FAST Individual Student Report	7
B.E.S.T. EOC Individual Student Report	10
Achievement on Test Reports	12
Roster Achievement on Test Reports	13
Student Achievement on Test Reports	17
Longitudinal Reports.....	19
Longitudinal Report by Student.....	19
Longitudinal Report by Roster	19
Student Data Files for Schools and Districts.....	20
Reporting Categories.....	21
ELA Reading Reporting Categories	21
Mathematics Reporting Categories.....	21
B.E.S.T. EOC Reporting Categories.....	22
Glossary	23

Introduction

In the 2022–2023 school year, all Florida schools transitioned to the Florida Benchmark for Excellent Student Thinking (B.E.S.T.) content standards for English Language Arts (ELA) Reading and Mathematics (including Algebra 1 and Geometry EOC) and to the Florida Assessment of Student Thinking (FAST) for grades 3–10 ELA Reading and grades 3–8 Mathematics. The first administration for the B.E.S.T. standards for Algebra 1 and Geometry was in Winter 2022.

Please refer to the [FAST Grades 3–10 Fact Sheet](#) and [B.E.S.T. Algebra 1 and Geometry Fact Sheet](#) for more information on the FAST and B.E.S.T. EOC programs.

FAST comprises three progress monitoring (PM) windows:

- **PM1** – This administration occurs at the beginning of the school year and provides teachers with baseline scores that allow them to track their students’ progress learning the B.E.S.T. Standards from PM1 through PM3.
- **PM2** – This administration provides teachers with mid-year scores to compare to their students’ baseline scores from PM1.
- **PM3** – This administration provides summative scores that accurately measure students’ 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 [2022–2023 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 the FAST test administrations. Allowable accommodations are provided to ELLs and ESE students with these accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans.

Testing Format

The FAST grades 3–10 ELA Reading, grades 3–8 Mathematics, and B.E.S.T. Algebra 1 and Geometry EOC assessments are computer-adaptive tests (CATs). Sample items are available in the [Sample Test Materials](#) area of the FAST Portal.

Paper-based accommodated test forms will be provided during the FAST PM3 for students with that accommodation listed on their IEPs or Section 504 Plans. Accommodated paper-based forms include regular print, large print, braille, and one-item-per-page; and computer-based accommodations include answer masking and text-to-speech (TTS).

FAST and B.E.S.T. EOC Scores

The FAST and B.E.S.T. EOC results are reported in the Florida Reporting System (FRS) at the student, roster, school, district, and state levels.

The following provides information for grades 3–10 FAST ELA Reading, grades 3–8 FAST Mathematics, and B.E.S.T. Algebra 1 and Geometry EOC about what will be reported for the 2022–2023 school year:

- Scores will be linked to the 2021–2022 performance standards.
- Students will receive an overall scale score and achievement level on the linked scale.
- Students will also receive reporting category scale scores and achievement levels by reporting category.
- Teachers will be able to access results by benchmark at the student and classroom levels. This information can help teachers identify areas where a student may need additional support.

- Schools and districts will be able to access all results at the school and district levels.
- Percentile ranks will be reported after each PM window closes for FAST assessments.
- Comparisons at the school, district, and state levels will be provided for B.E.S.T. EOCs.

Scale Scores and Achievement Levels

For the 2022–2023 school year only, the FAST ELA Reading and Mathematics and B.E.S.T. Algebra 1 and Geometry EOC scale scores and achievement levels are provisional and are linked to the 2021–2022 reporting scale as required by Florida law. Standard setting will take place in Summer 2023 to establish a new FAST scale. Starting in Fall 2023 and beyond, scores will be reported on the new scale after the State Board of Education adopts new student achievement expectations. The scale score range differs 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. Achievement Level 3 indicates on-grade-level performance across all assessments. A breakdown of achievement levels for each assessment is provided below.

PM1 and PM2 Scores

Each progress monitoring test administration covers the full “test blueprint,” meaning that all content expectations for that subject and grade level are assessed. Consequently, for PM1 and PM2, a student is likely to not score at grade level; however, that does not necessarily indicate that the 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. PM1 and PM2 results are for informational purposes only and should be used to identify areas in which students may need additional instruction and support. These results should not be considered student achievement designations.

PM3 Scores

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

Achievement Levels

The following images illustrate each achievement level and provide the scale score ranges for each level by grade/course. Please note that these levels are linked to the 2021–2022 reporting scale. New achievement levels for the FAST scale will be available after Summer 2023. Achievement levels range from Level 1 to Level 5. Achievement Level 3 indicates on-grade-level performance across all assessments.

Achievement Levels



Inadequate:	Below Satisfactory:	On-Grade-Level:	Proficient:	Mastery:
Highly likely to need substantial support for the next grade/course	Likely to need substantial support for the next grade/course	May need additional support for the next grade/course	Likely to excel in the next grade/course	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	240–284	285–299	300–314	315–329	330–360
Grade 4 ELA Reading	251–296	297–310	311–324	325–339	340–372
Grade 5 ELA Reading	257–303	304–320	321–335	336–351	352–385
Grade 6 ELA Reading	259–308	309–325	326–338	339–355	356–391
Grade 7 ELA Reading	267–317	318–332	333–345	346–359	360–397
Grade 8 ELA Reading	274–321	322–336	337–351	352–365	366–403
Grade 9 ELA Reading	276–327	328–342	343–354	355–369	370–407
Grade 10 ELA Reading	284–333	334–349	350–361	362–377	378–412
Grade 3 Mathematics	240–284	285–296	297–310	311–326	327–360
Grade 4 Mathematics	251–298	299–309	310–324	325–339	340–376
Grade 5 Mathematics	256–305	306–319	320–333	334–349	350–388
Grade 6 Mathematics	260–309	310–324	325–338	339–355	356–390
Grade 7 Mathematics	269–315	316–329	330–345	346–359	360–391
Grade 8 Mathematics	273–321	322–336	337–352	353–364	365–393
Algebra 1	425–486	487–496	497–517	518–531	532–575
Geometry	425–485	486–498	499–520	521–532	533–575

Florida Reporting System (FRS)

The FAST and B.E.S.T. EOC results are reported in the FRS and are available a day after the student has completed a test. Teachers, school-level users, and district-level users have access to different features and data in the reporting system. Users can print any of the reports available in the FRS.

- Teachers with a Test Administrator role can view data for all students in their rosters who have completed assessments.
- School-level users (Private School Administrators, School Assessment Coordinators, School Administrators) can view data for all students in their schools who have completed assessments.
- District-level users (District Assessment Coordinators, District Administrators) can view data for all students in their districts who have completed assessments.

You may refer to the [Florida Reporting System Quick Guide](#) for more information on how to use the FRS.

Family Portal

Families can access their student's FAST and B.E.S.T. EOC results in the Family Portal using the login information provided by the student's school, which includes the student's unique six-digit access code. Families can access the portal directly from the FAST portal or through their district's Student Information System (SIS). Families can see and print their student's scale score and achievement level, as well as a chart indicating the student's scale score and where it falls in the achievement level. Results from the Fall 2020 Florida Statewide Assessments onwards are also provided.

Individual Student Reports (ISR)

On the following pages, we provide explanations for the different sections included in the Individual Student Report (ISR) for FAST and B.E.S.T. EOC. The student's school may provide this report electronically through the district's parent portal or a printed copy may be generated. Several of the report's features, such as longitudinal trends, will not be meaningful until a student participates in more than one PM window.

The sample provided is the detailed report that shows how the student performed across test windows and on each assessed benchmark. Teachers may use this information to identify potential strengths and/or weaknesses that can help focus instruction.

A simple student report may be created by teachers. This will include only the first page of the detailed sample report provided on the next page.

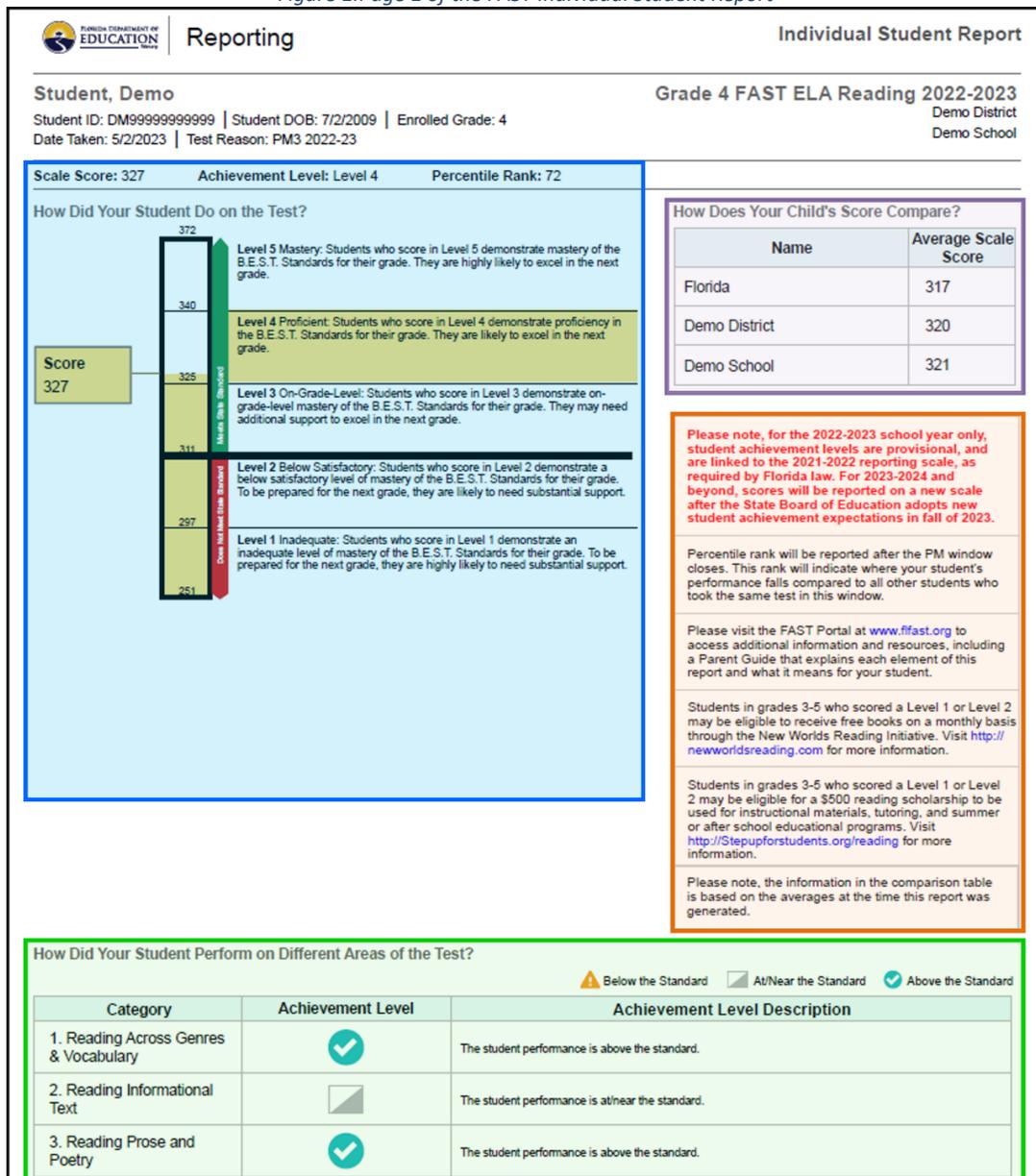
FAST Individual Student Report

Page 1 of the FAST Individual Student Report

The top of the ISR contains student, school, and district information and the grade level/subject assessment the student took. The example shown in the following graphic 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.
- **Score comparison:** The purple-shaded area allows you to see how your student's scale score compares with 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.
- **Notes for families:** The orange-shaded area contains important notes for families. This information may change between administrations.
- **Performance by Reporting Category:** The green-shaded section displays the student's achievement level (below, at/near, or above the standard) for each reporting category on the test. These classifications indicate a student's level of success with items that assess the benchmarks within each category.

Figure 1. Page 1 of the FAST Individual Student Report

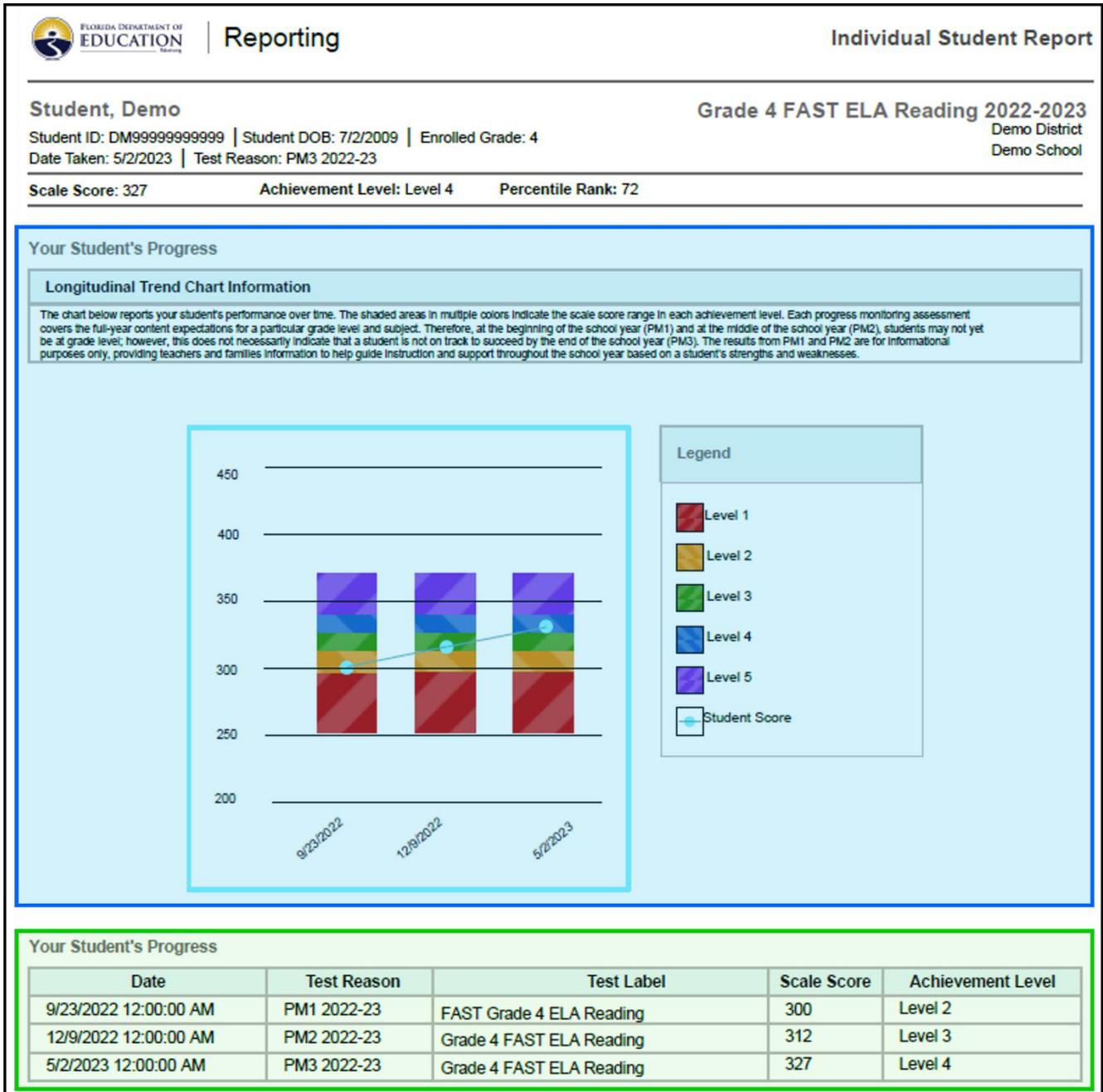


Page 2 of the FAST Individual Student Report

The second page of the ISR contains additional information that will be more meaningful once a student has participated in more than one PM window for the current school year.

- **Longitudinal Trend Chart:** The blue-shaded area displays the student’s achievement level over time. The bottom of the chart indicates the date when the student took each test, allowing the user to compare the student’s performance between PM1, PM2, and PM3.
- **Progress Table:** The green-shaded area contains the same information as the trend chart and lists the date of each test, the PM window, the test name, scale score, and achievement level.

Figure 2. Page 2 of the FAST Individual Student Report



More information on achievement levels and reporting categories can be found on pages 4-5 of this guide.

Page 3 Onwards of the FAST Individual Student Report

The third and remaining pages of the ISR contains information on how the student performed on the test.

- **Points Earned Table:** The orange-shaded area displays the total number of items for each reporting category, the points earned, and the points possible.

Figure 3. Page 3 Onwards of the FAST Individual Student Report

Reporting		Individual Student Report
Student, Demo Student ID: DM9999999999 Student DOB: 7/2/2009 Enrolled Grade: 4 Date Taken: 5/2/2023 Test Reason: PM3 2022-23		Grade 4 FAST ELA Reading 2022-2023 Demo District Demo School
Scale Score: 327	Achievement Level: Level 4	Percentile Rank: 72
How Did Your Student Perform on Each Test Question?		
1. Reading Across Genres & Vocabulary		
Question #	Benchmark	Points Earned/ Points Possible
1	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	1/1
2	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	1/1
5	Summarize a text to enhance comprehension:	1/1
8	Explain how figurative language contributes to meaning in text(s).	1/1
12	Compare and contrast accounts of the same event using primary and/or secondary sources.	0/1
15	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	1/1
18	Summarize a text to enhance comprehension:	1/1
19	Explain how figurative language contributes to meaning in text(s).	1/1
23	Compare and contrast accounts of the same event using primary and/or secondary sources.	1/1
24	Compare and contrast accounts of the same event using primary and/or secondary sources.	0/1
25	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	1/1
29	Explain how figurative language contributes to meaning in text(s).	1/1
31	Summarize a text to enhance comprehension:	0/1
34	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	1/1
37	Explain how figurative language contributes to meaning in text(s).	1/1
38	Summarize a text to enhance comprehension:	0/1
2. Reading Informational Text		
Question #	Benchmark	Points Earned/ Points Possible
3	Explain an author's perspective toward a topic in an informational text.	1/1
4	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	1/1
6	Explain how relevant details support the central idea, implied or explicit.	1/1
7	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	0/1
9	Explain an author's claim and the reasons and evidence used to support the claim.	1/1
10	Explain an author's perspective toward a topic in an informational text.	0/1
11	Explain how relevant details support the central idea, implied or explicit.	0/1
26	Explain an author's perspective toward a topic in an informational text.	1/1
27	Explain an author's claim and the reasons and evidence used to support the claim.	1/1
28	Explain an author's claim and the reasons and evidence used to support the claim.	1/1
30	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	0/1
32	Explain how relevant details support the central idea, implied or explicit.	0/1

B.E.S.T. EOC Individual Student Report

Page 1 of the B.E.S.T. EOC Individual Student Report

The top of the ISR contains student, school, and district information and the grade level/subject assessment the student took. The example shown in the following graphic is for a B.E.S.T. Algebra 1 EOC 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.
- **Score comparison:** The **purple**-shaded area allows you to see how your student's scale score compares with 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.
- **Notes for families:** The **orange**-shaded area contains important notes for families. This information may change between administrations.
- **Performance by Reporting Category:** The **green**-shaded section displays the student's achievement level (below, at/near, or above the standard) for each reporting category on the test. These classifications indicate a student's level of success with items that assess the benchmarks within each category.

Figure 4. Page 1 of the B.E.S.T. EOC Individual Student Report



Reporting

Individual Student Report

LName, FName

Student ID: DM9999999999992 | Student DOB: 6/23/2011 | Enrolled Grade: 9
Date Taken: 5/2/2023 | Test Reason: B.E.S.T. Spring 2022-23

B.E.S.T. Algebra 1 EOC 2022-2023

Demo District
Demo School

Scale Score: 554 Achievement Level: Level 5

How Did Your Student Do on the Test?

Score

554



Level 5 Mastery: Students who score in Level 5 demonstrate mastery of the B.E.S.T. Standards for their grade. They are highly likely to excel in the next grade.

Level 4 Proficient: Students who score in Level 4 demonstrate proficiency in the B.E.S.T. Standards for their grade. They are likely to excel in the next grade.

Level 3 On-Grade-Level: Students who score in Level 3 demonstrate on-grade-level mastery of the B.E.S.T. Standards for their grade. They may need additional support to excel in the next grade.

Level 2 Below Satisfactory: Students who score in Level 2 demonstrate a below satisfactory level of mastery of the B.E.S.T. Standards for their grade. To be prepared for the next grade, they are likely to need substantial support.

Level 1 Inadequate: Students who score in Level 1 demonstrate an inadequate level of mastery of the B.E.S.T. Standards for their grade. To be prepared for the next grade, they are highly likely to need substantial support.

How Does Your Student's Score Compare?

Name	Average Scale Score
Florida	508
Demo District	512
Demo School	507

Please note, for the 2022-2023 school year only, student achievement levels are provisional, and are linked to the 2021-2022 reporting scale, as required by Florida law. For 2023-2024 and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement expectations in fall of 2023.

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.

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

How Did Your Student Perform on Different Areas of the Test?

⚠ Below the Standard
 ☐ At/Near the Standard
 ✔ Above the Standard

Category	Achievement Level	Achievement Level Description
1. Expressions, Functions, and Data Analysis	✔	The student performance is above the standard.
2. Linear Relationships	✔	The student performance is above the standard.
3. Non-Linear Relationships	✔	The student performance is above the standard.

Page 2 Onwards of the B.E.S.T. EOC Individual Student Report

The second and remaining pages of the ISR contains information on how the student performed on the test.

- **Points Earned Table:** The **orange**-shaded area displays the total number of items for each reporting category, the points earned, and the points possible.

Figure 5. Page 2 Onwards of the B.E.S.T. EOC Individual Student Report

Reporting		Individual Student Report
LName, FName Student ID: DM9999999999992 Student DOB: 6/23/2011 Enrolled Grade: 9 Date Taken: 5/2/2023 Test Window: B.E.S.T. Spring 2022-23		B.E.S.T. Algebra 1 EOC 2022-2023 Demo District Demo School
Scale Score: 554 Achievement Level: Level 5		
How Did Your Student Perform on Each Test Question?		
1. Expressions, Functions, and Data Analysis		
Question #	Benchmark	Points Earned/ Points Possible
1	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
2	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
3	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
4	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
5	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
6	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
7	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
8	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
9	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
10	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
2. Linear Relationships		
Question #	Benchmark	Points Earned/ Points Possible
11	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
12	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
13	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
14	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
15	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	0/1
16	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
17	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
18	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
19	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1
20	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisl sed rhoncus interdum. Integer accumsan vehicula ipsum eu iaculis sed.	1/1

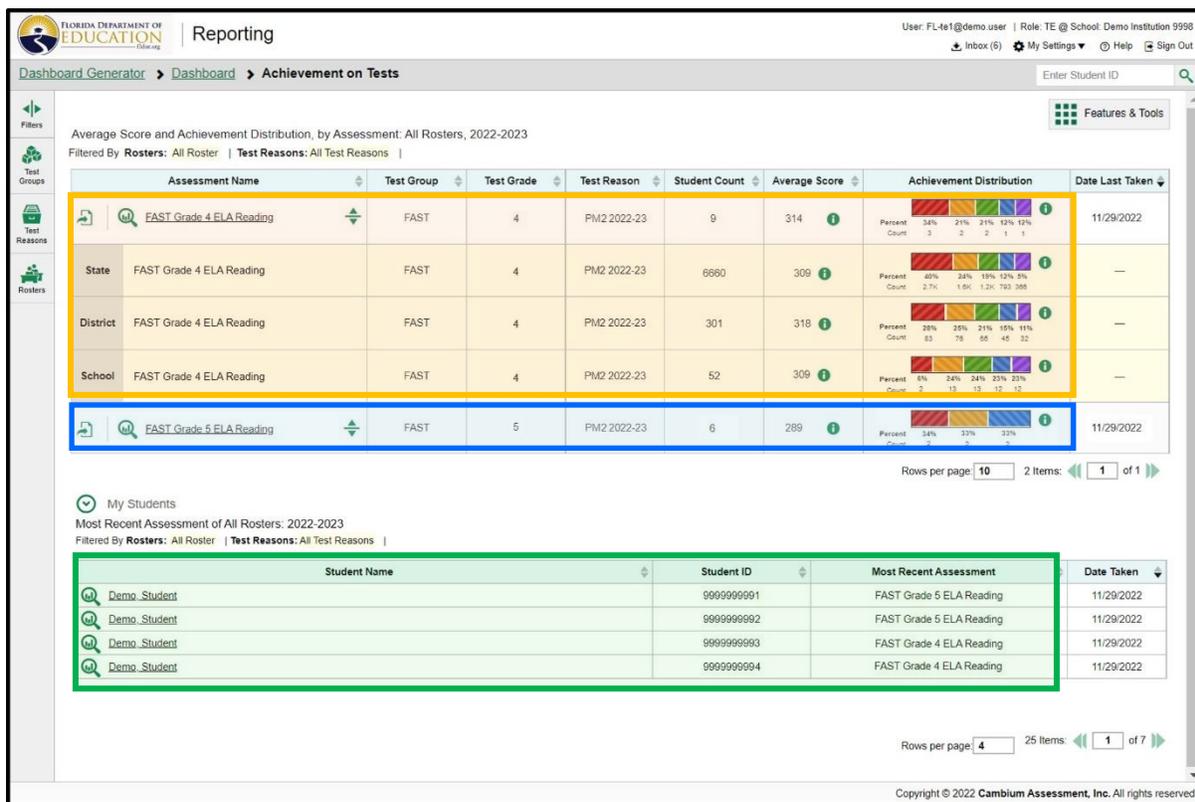
Achievement on Test Reports

The FRS provides a wide range of student performance reports for the teacher, school-level user, and district-level user. Assessment reports display a section showing student performance data for the assessment as a whole, and additional expandable sections show more detailed performance data at the reporting category level. On the following pages, we provide explanations for the types of reports a teacher can see and print from the FRS and how to interpret them. While the examples provided are for teachers, all reports are available for school-level and district-level users.

The achievement on test report allows the teacher to see a summary and comparison of student performance data for a particular assessment.

- **Aggregate information:** The orange-shaded area in Figure 6 displays the aggregate and comparison performance across the school, district, and state.
- **Comparison score information:** The blue-shaded area displays the student count, average scale score, and average overall achievement distribution for each assessment that the students on the teacher’s roster have completed.
- **Class roster information:** The green-shaded area displays the students within the teacher’s roster and the most recent assessment they took.

Figure 6: Achievement on Test Report with Aggregates



Roster Achievement on Test Reports

These reports allow the teacher to see a summary and comparison of performance data for a particular assessment.

- **Comparison score information:** The **blue**-shaded area in Figure 7 displays the student count, average scale score, and average overall achievement distribution by school, district, or state.
- **Class roster information:** The **green**-shaded area in Figure 7 displays the student count in a particular roster, the test completion rate, the average scale score, and the average overall achievement level for the roster.
- **Roster performance by reporting category:** The **red**-shaded and **orange**-shaded sections in Figures 7–10 are expandable and display the roster’s performance for each reporting category and benchmark. These classifications indicate the roster’s achievement level distribution as well as their strengths and weaknesses. Below, we provide an explanation on how these measures can be useful to gauge the roster’s or student’s ability with regards to the reporting category.
 - **Performance Distribution:** The **red**-shaded section in Figure 8 displays the roster performance at the category level. There are three achievement levels at the reporting category level:
 - Below the Standard – within the Level 1 or Level 2 range for a reporting category
 - At/Near the Standard – within the Level 3 range for a reporting category
 - Above the Standard – within the Level 4 or Level 5 range for a reporting category
 - **Strengths and Weaknesses:** The **orange**-shaded sections in Figures 9–10 display the roster’s strength and weaknesses with respect to proficiency. This information allows the teacher to know which areas to focus on based on the roster performance.
 - Teachers and educators sometimes need more detailed information on student performance for instructional purposes. The **Strengths and Weaknesses** chart provides information on student performance about the relative strength and weakness scores for each standard within a reporting category. The Strengths and Weaknesses charts are generated for aggregate units at the roster or school level and provide information about how a group of students performed on each standard, either relative to the proficiency standard (i.e., proficiency cut score) or relative to their overall performance on the test. The **Strengths and Weaknesses** charts are produced for the aggregate units only, not for individual students, because each student is administered too few items in a standard to produce a reliable score for each standard. The Strengths and Weaknesses chart comprises two columns: Proficient and Weak or Strong.
 - **Proficient column:** For standard performance relative to the proficiency cut in the Proficient column, students’ observed performance on items within the reporting element is compared to the expected performance on those items of a student who has an ability equal to the proficiency cut score (i.e., the Achievement Level 3 cut). At the aggregate level, when the observed performance within a standard is greater than the proficiency cut, the reporting unit shows relative strength in that standard compared to the proficiency cut. Conversely, when observed performance within a standard is below the proficiency cut, the roster or school shows relative weakness in that standard.
 - The three levels of proficiency are: Above the Proficiency Standard, At/Near Proficiency Standard, Below the Proficiency Standard.
 - **Weak or Strong column:** For standard performance relative to overall performance on the test, students’ observed performance on items within the reporting category is compared with the expected performance based on the overall ability estimate. At the aggregate level, when the observed performance within a standard is greater than the expected performance, the roster or school shows relative strength in that standard. Conversely, when the observed performance within a

standard is below the level expected based on overall achievement, the reporting unit shows relative weakness in that standard.

- The three levels of strengths and weaknesses are: Area of Strengths, Performance is similar to performance on the test as a whole, and Area of Weakness.
 - Although performance categories for targets provide some evidence to help address students' strengths and weaknesses, they should not be over-interpreted because student performance on some targets may be based on relatively few items, especially for a small group.
 - If a roster or student does not respond to enough items for that category, then there is insufficient information for that reporting category or benchmark.
- **Reporting categories:** The purple-shaded section in Figure 11 displays the definitions of the reporting categories and benchmarks if you choose to print a PDF version of this report.

Note: You must click on the print icon and save to PDF to see this information.

Figure 7: Roster Achievement on Test Report

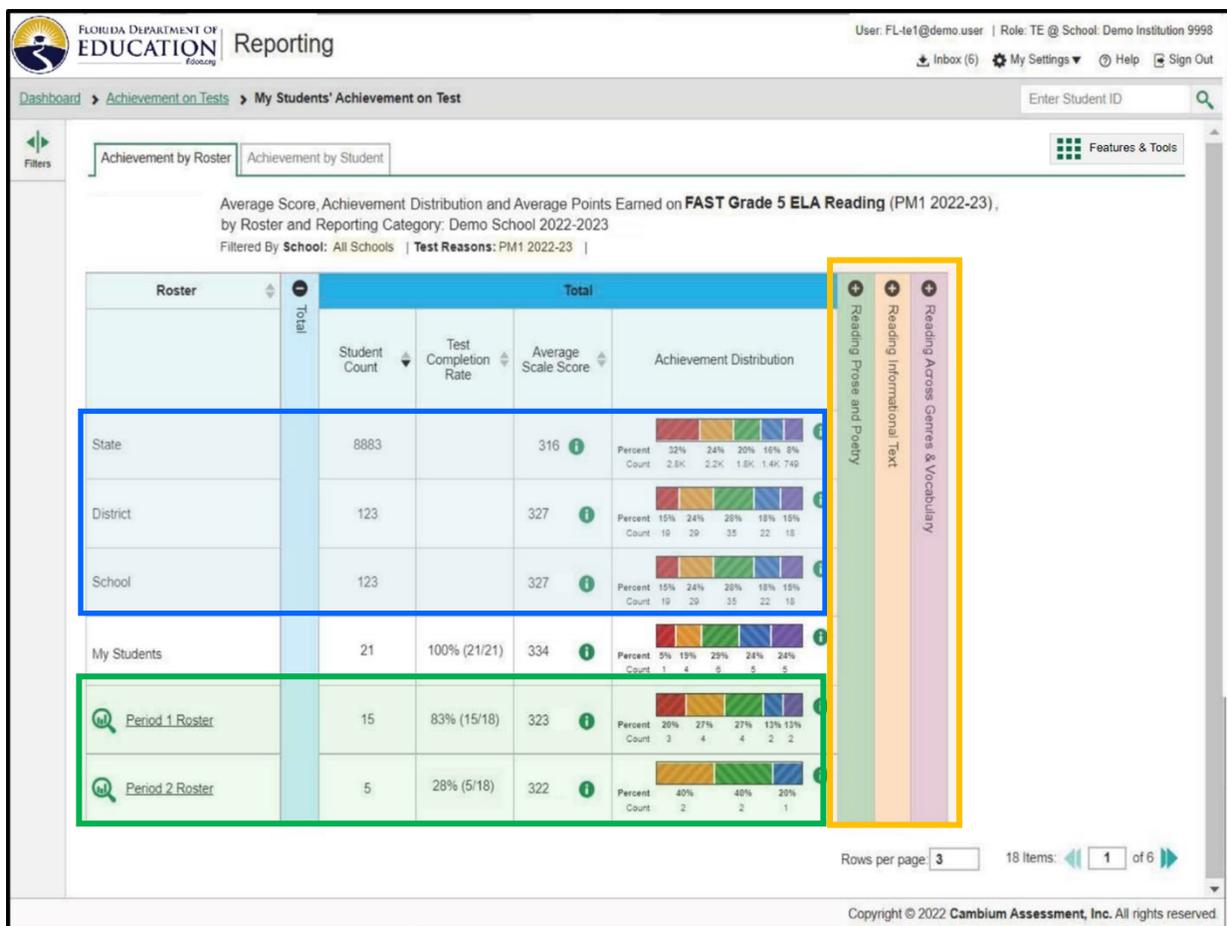


Figure 8: Roster Achievement on Test Report – Performance Distribution

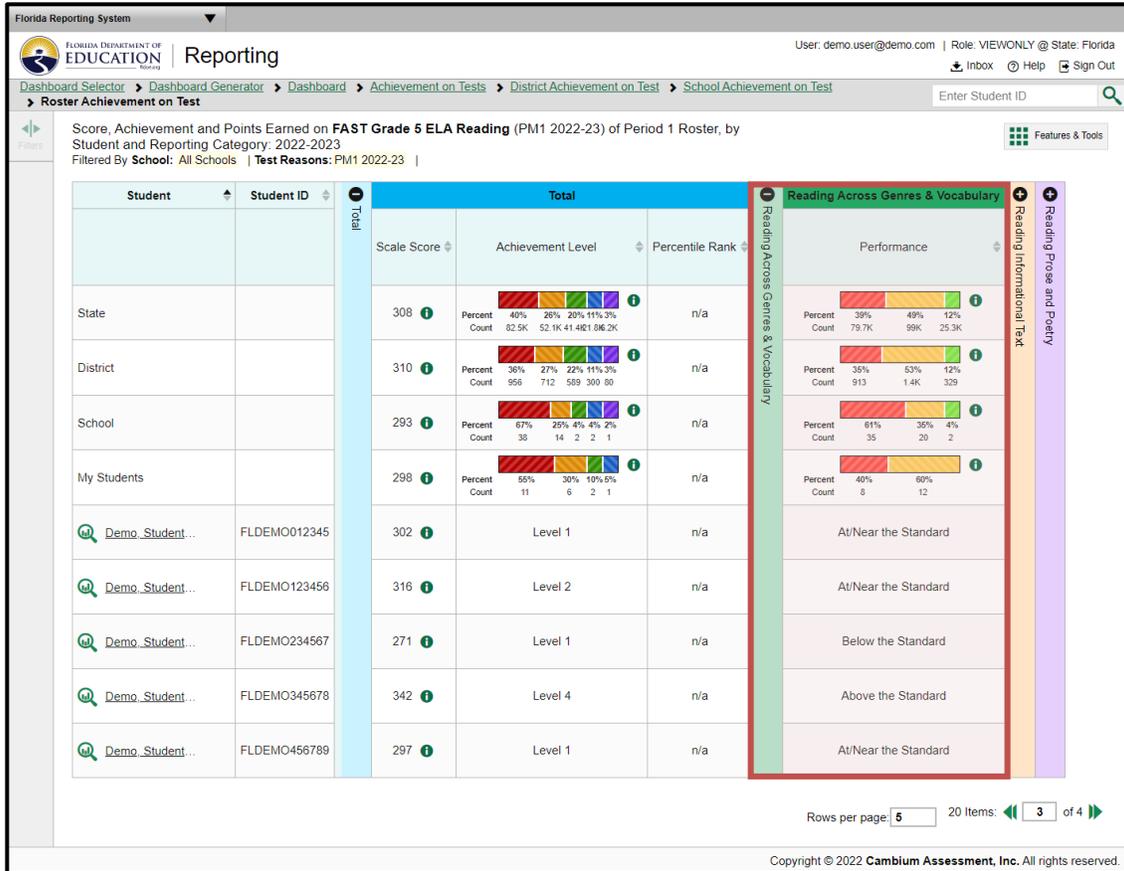


Figure 9: Roster Achievement on Test Report – Strengths and Weaknesses Chart: Proficiency column

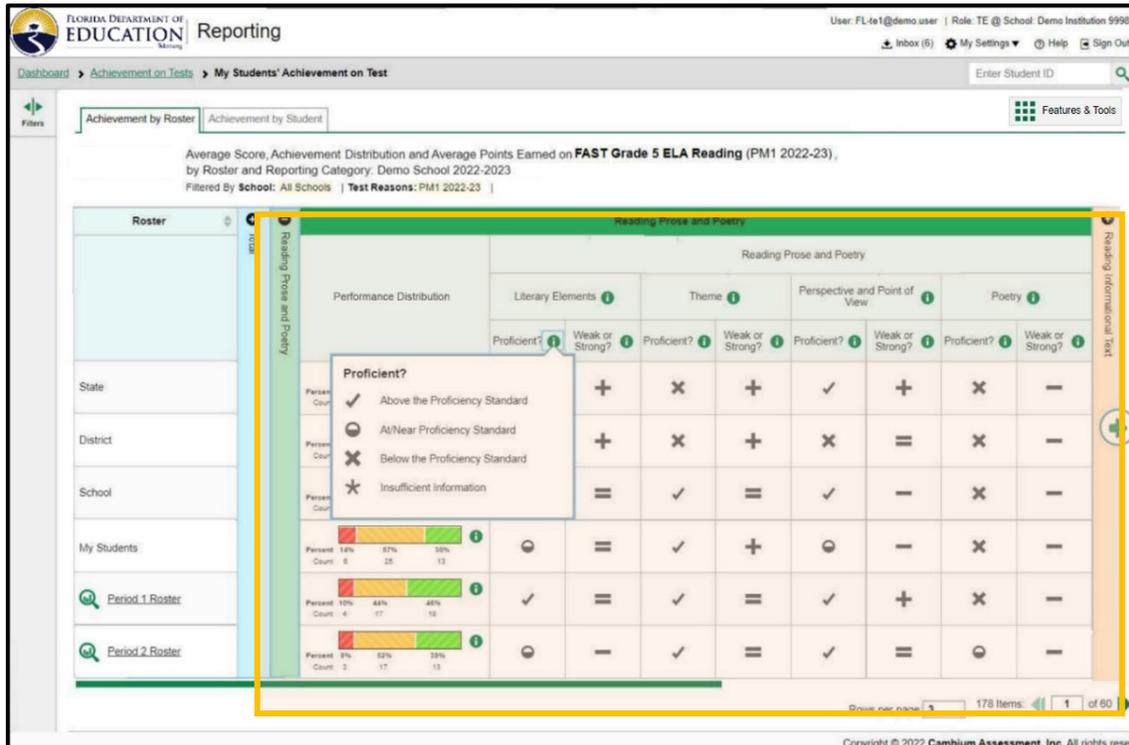


Figure 10: Roster Achievement on Test Report – Strengths and Weaknesses Chart: Weak or Strong column

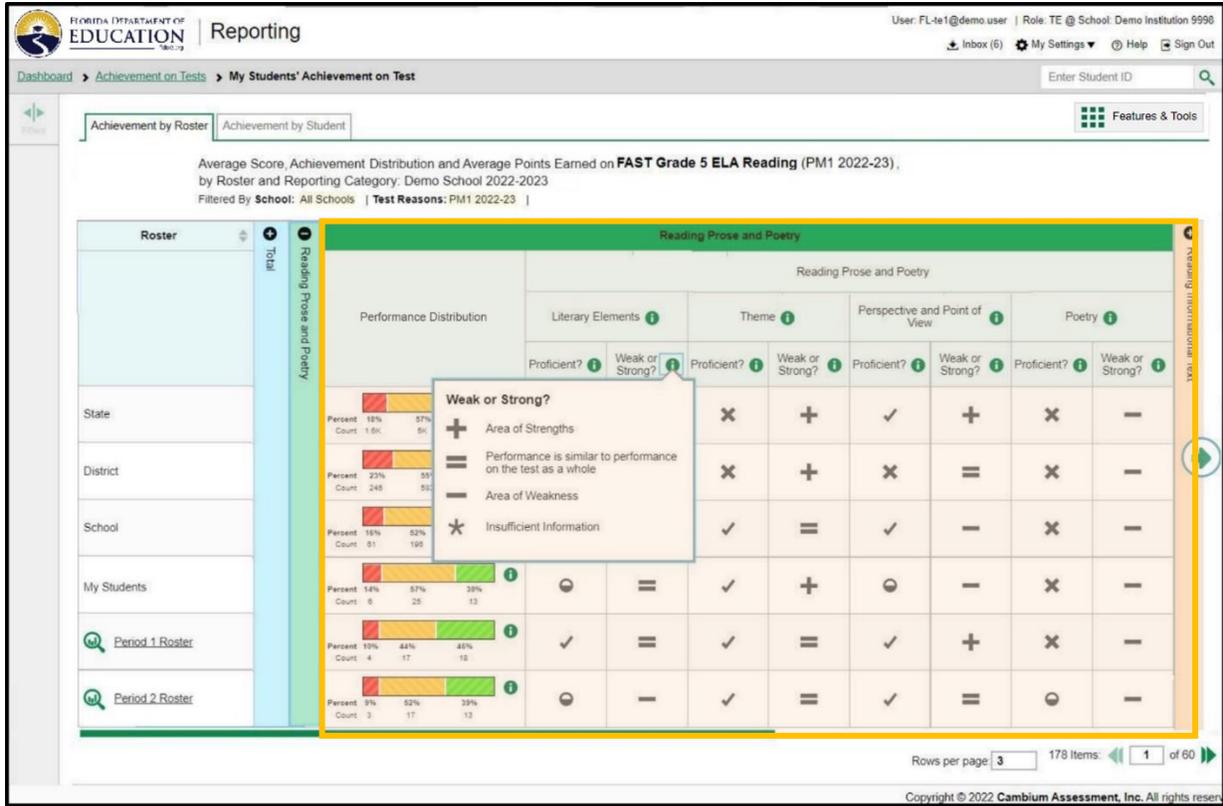


Figure 11: Reporting Categories Definitions

Benchmark and Target Reference Page FAST Grade 7 Reading		
<p>Legend</p> <p>Proficient?</p> <ul style="list-style-type: none"> ✓ Above the Proficiency Standard ○ At/Near Proficiency Standard ✗ Below the Proficiency Standard ★ Insufficient Information <p>Weak or Strong?</p> <ul style="list-style-type: none"> + Area of Strengths = Performance is similar to performance on the test as a whole - Area of Weakness * Insufficient Information 		
<p>Reading Across Genres & Finding Meaning</p> <p>Comparative Reading Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p> <p>Context and Connotation Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Interpreting Figurative Language Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).</p>		
<p>Morphology Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p>	<p>Understanding Rhetoric Explain the meaning and/or significance of rhetorical devices in a text.</p>	
<p>Reading Informational Text</p> <p>Argument Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p> <p>Central Idea Compare two or more central ideas and their development throughout a text.</p> <p>Purpose and Perspective Explain how an author establishes and achieves purpose(s) through diction and syntax.</p>		
<p>Structure Explain how individual text sections and/or features convey a purpose in texts.</p>		
<p>Reading Prose and Poetry</p> <p>Literary Elements Analyze the impact of setting on character development and plot in a literary text.</p> <p>Perspective and Point of View Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p> <p>Poetry Analyze the impact of various poetic forms on meaning and style.</p>		
<p>Theme Compare two or more themes and their development throughout a literary text.</p>		

Student Achievement on Test Reports

These reports allow the teacher to see the student performance data for a particular assessment.

- **Comparison score information:** The **blue**-shaded area in Figure 13 displays the average scale score and overall achievement level at the aggregate level.
- **Student information:** The **green**-shaded area in Figure 13 displays the student information, their scale score, overall achievement, and percentile rank.
Note: Percentile Rank will not be available until the end of the test window.
- **Student performance by reporting category:** The **red**-shaded and **orange**-shaded sections in Figures 13–14 are expandable and display the student’s performance for each reporting category and benchmark.
 - **Performance Distribution:** The **red**-shaded section in Figure 13 displays the student performance at the category level. There are three achievement levels at the reporting category level: Below the Standard, At/Near the Standard, and Above the Standard. If a student shows proficiency (within the Level 3 range) for a benchmark, they are considered to be at/near the standard.
 - **Item Level Information:** The **orange**-shaded section in Figure 14 provides the item numbers, points possible, and points earned for each reporting category.
 - *Note: There will be no **mean** points earned shown for the state and district levels.*
 - *Note: If you would like to see the benchmark or standard keys, click on the Standards Keys toggle button to turn on this feature (as shown below).*

Figure 12: Standard Keys toggle



Figure 13: Student Achievement on Test Report – Performance Distribution

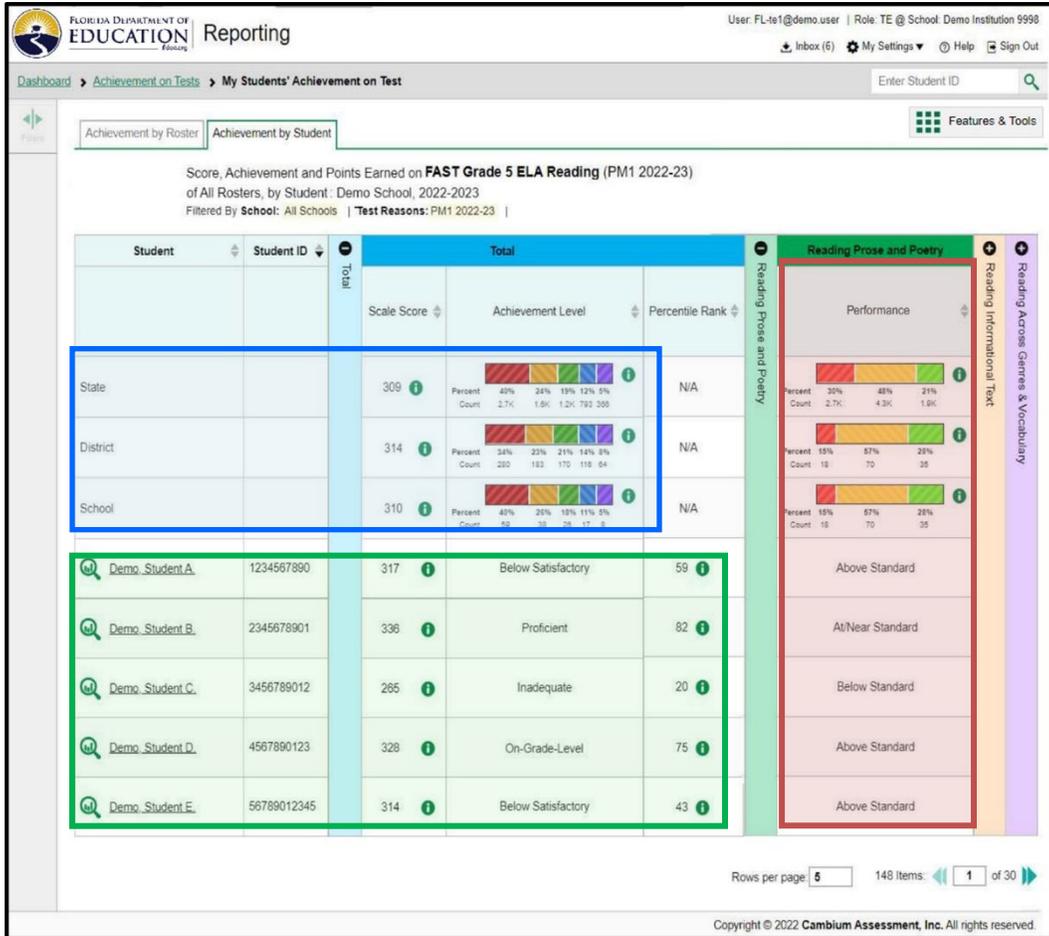
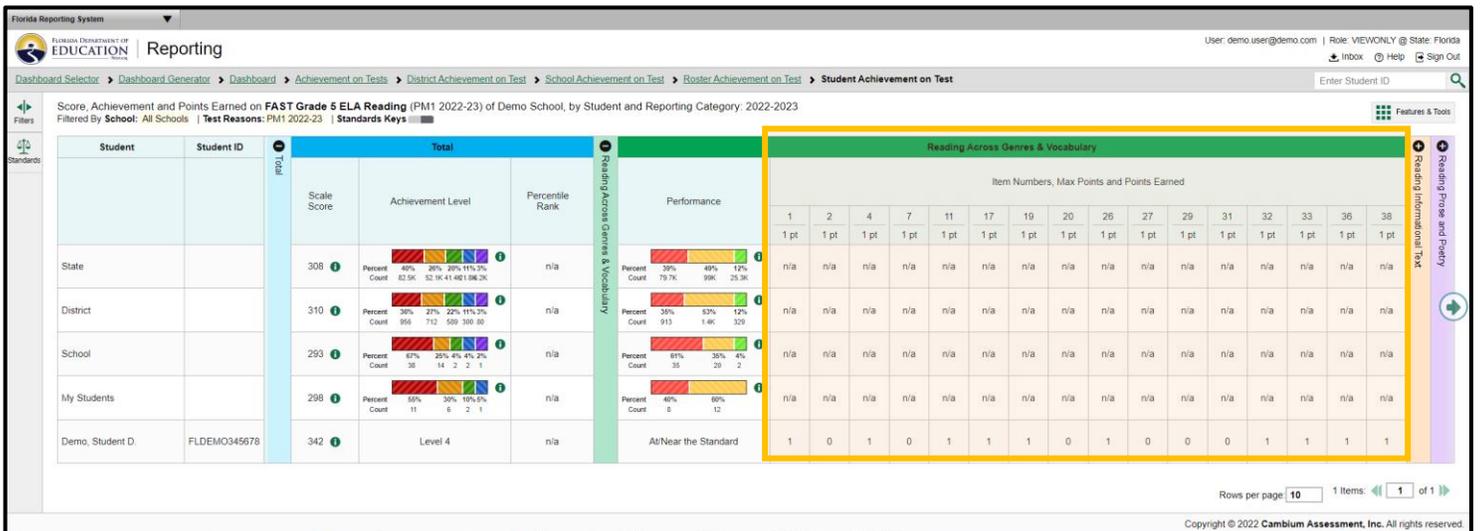


Figure 14: Student Achievement on Test Report – Item Level

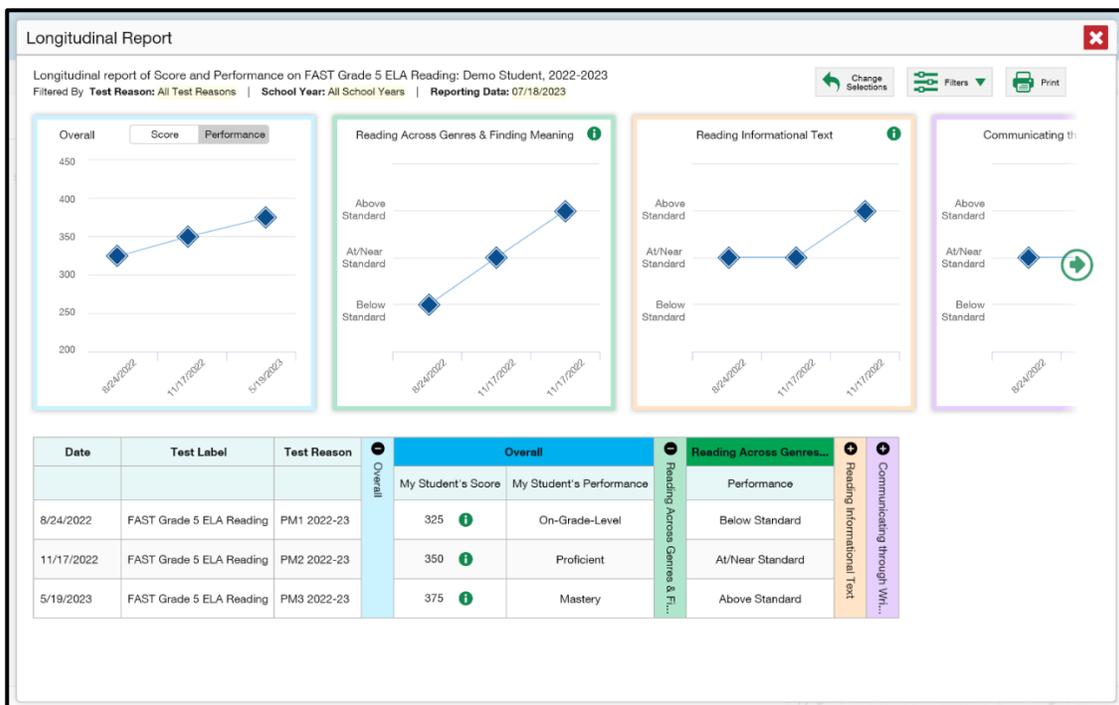


Longitudinal Reports

Longitudinal Report by Student

This report will show your student's performance over the three progress monitoring opportunities.

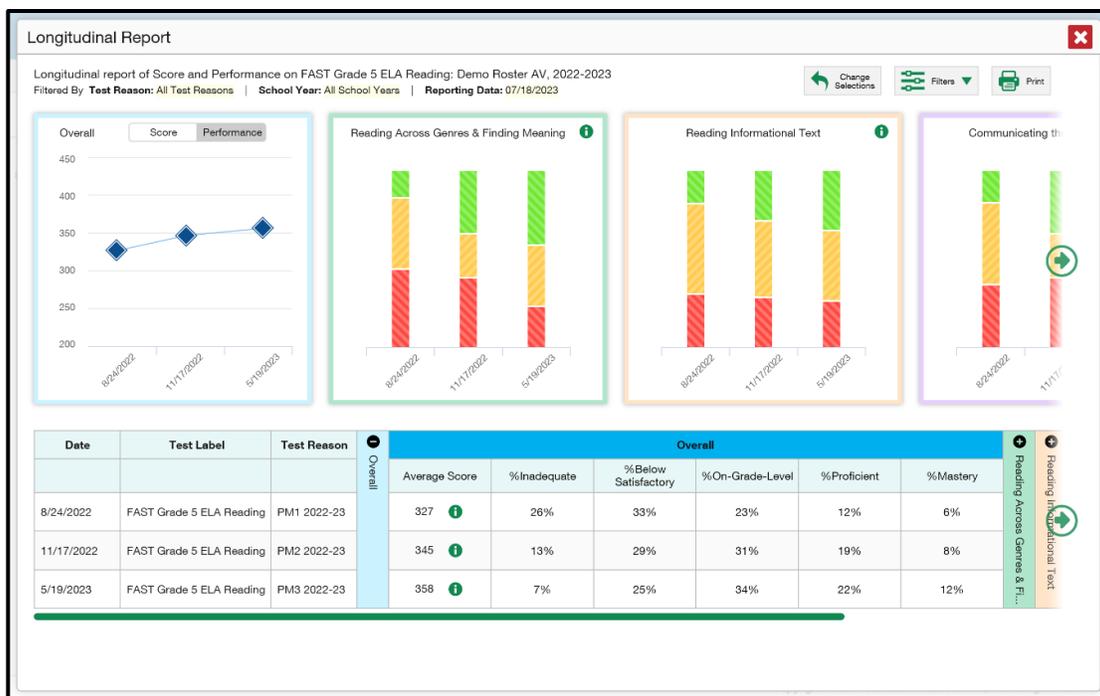
Figure 15: Longitudinal Report — Student



Longitudinal Report by Roster

This report will show your roster's performance over the three progress monitoring opportunities.

Figure 16: Longitudinal Report — Roster



Student Data Files for Schools and Districts

In addition to the reports, school-level users and district-level users have the ability to download student data files in Microsoft Excel, CSV, or text format. The data files will allow the user to see a comprehensive list of all reported students in their school or district. The data file layout is posted to the FDOE ShareFile.

Data fields may include the following information:

- Student Information (Student Name, FLEID, Date of Birth)
- Ethnicity
- Enrolled Grade
- Section 504 Plan
- Gender
- Primary Exceptionality
- English Language Learner Status
- District and School
- Overall Scale Score
- Overall Achievement Level
- Percentile Rank (will be populated at the end of the window)
- Achievement Level by Reporting Categories

Reporting Categories

Each assessment's content 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*, which are assessed within each grade and subject. The ISR 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 refer to the [FAST test design summaries and blueprints](#) on the FAST portal.

ELA Reading Reporting Categories

ELA Reading assessments measure student performance on 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 Prose and Poetry
2. Reading Informational Text
3. Reading Across Genres & Vocabulary

Mathematics Reporting Categories

Mathematics assessments measure student performance on 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. Number Sense and Additive Reasoning
2. Number Sense and Multiplicative Reasoning
3. Fractional Reasoning
4. Geometric Reasoning, Measurement, and Data Analysis and Probability

Grade 4

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

Grade 5

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

Grade 6

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

Grade 7

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

Grade 8

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

B.E.S.T. EOC Reporting Categories

The EOC assessments measure student performance on the B.E.S.T. content standards. The EOC tests assess what students know and can do in the broad reporting categories listed below.

Algebra 1

1. Expressions, Functions, and Data Analysis
2. Linear Relationships
3. Non-Linear Relationships

Geometry

1. Logic, Relationships, and Theorems
2. Congruence, Similarity, and Constructions
3. Measurement and Coordinate Geometry

Glossary

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

Benchmark—A specific statement that describes what students should know and be able to do.

B.E.S.T. Content Standards—The Florida Benchmark for Excellent Student Thinking (B.E.S.T) are the core content of the Reading and Mathematics curricula taught in Florida. The FAST assessments measure whether students made progress on the B.E.S.T. ELA Reading and Mathematics standards.

Computer-Adaptive Test (CAT)—This type of assessment adjusts the difficulty of questions as the student progresses in the test and adapts to student responses to measure their content proficiency.

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

Longitudinal Trend Chart—This 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 rank indicates how a student’s performance compares to students in Florida who took the same test. The percentile rank is not calculated until after each PM window closes.

Previous Performance—This term refers to a student’s performance in the selected subject, ELA Reading or Mathematics, in past test administrations (does not apply to PM1).

Reporting Category—Each reporting category corresponds to the 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 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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