



FLORIDA DEPARTMENT OF
EDUCATION
fdoe.org

Understanding
FAST and B.E.S.T.
Reports for Teachers
And Administrators

With New Cut Scores and Achievement
Levels

November 2023

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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) progress monitoring program for grades 3–10 ELA Reading and grades 3–8 Mathematics. The first administration for ELA/Mathematics was in Fall 2022, while Algebra 1 and Geometry were first administered in Winter 2022. The first administration of the FAST ELA Reading Retake assessment was in Fall 2023.

Starting with Winter 2023 and PM2 of the 2023–2024 school year and beyond, scores are reported on the new B.E.S.T. scale as approved by the State Board of Education. Additionally, the 2022–2023 school year and 2023–2024 PM1 scores will also be reported on the new B.E.S.T. scale. Please note that for the 2022–2023 school year, student achievement levels were provisional and were linked to the 2021–2022 FSA reporting scale.

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 [2023–2024 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.

New for the 2023–2024 School Year

These are the enhancements that we have provided for the current school year.

- **Box and whisker plots in the Simple and Detailed Individual Student Reports (ISR)** – For each reporting category, a box and whisker plot is included as a visual representation of student performance relative to the standard.
- **Enhanced achievement level descriptions in the Detailed ISR** – For each reporting category, an enhanced achievement level description is included based on whether the student performed below, at/near, or above the standard. These include 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. The resources below provide the full descriptions for each grade and subject.
 - [FAST ELA Reporting Category Statements](#)
 - [FAST Math and B.E.S.T. EOC Reporting Category Statements](#)
- **Percent Level 3 or above column in the Florida Reporting System (FRS)** – This indicates the total percentage of students in a given aggregate who achieved a Level 3 or above for a particular assessment.

- **Cross-Sectional Report** – This report allows school- and district-level users to compare different groups of students for the same test over different administrations (for example, PM2 2023–24 vs PM1 2023–24 vs PM3 2022–23). The tests must be on the same scale to be compared (for example, B.E.S.T. scale).
- The default reporting time period in FRS is now 2023–2024. To view data for tests taken in the previous school year, the reporting time period must be changed to 2022–2023. This will default to display the user’s students as of the current date.
 - To view 2022–2023 data for all the user's students from last year, the reporting time period must be changed to 2022–2023 *and* a date closer to the end of last school year must be selected in the **View results for students who were mine on:** drop down.
 - Rosters from last year have been end-dated. Teachers will need to create new rosters for their students for the current school year.

Testing Format

The FAST grades 3–10 ELA Reading, FAST ELA Reading Retake, FAST 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 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 ELA Reading, FAST ELA Reading Retake, FAST Mathematics, 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, FAST ELA Reading Retake, grades 3–8 FAST Mathematics, and B.E.S.T. Algebra 1 and Geometry EOC about what will be reported for the 2023–2024 school year:

- For the 2022–2023 school year, Fall 2023 assessments, and PM1 of the 2023–2024 school year, student achievement levels were provisional, and were linked to the 2021–2022 reporting scale, as required by Florida law.
- Beginning with Winter 2023 and PM2 of the 2023–2024 school year, scores are reported on the new scale approved by the State Board of Education in fall of 2023.
- Students will receive an overall scale score and achievement level.
- Students will also receive achievement levels by reporting category.
- Teachers will be able to access results by benchmark at the student and roster 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 3–10 assessments.
- Comparisons at the school, district, and state levels will be provided.

***Note:** If a student received a score for a test on the provisional scale during the 2022–2023 school year or for a fall 2023 assessment (PM2, B.E.S.T. EOC, or FAST Grade 10 ELA Reading Retake), this score will update in the Florida Reporting System and Family Portal to reflect how that student would have scored on the new B.E.S.T. scale. The previous provisional scores are being provided on the B.E.S.T. scale for informational purposes only, so that you can make “apples to apples” comparisons to see a student’s progress over time.

The converted score will look different because the provisional and B.E.S.T. scales use different number ranges, and the number ranges for B.E.S.T. are lower. This does not mean that the test got easier or that the standard was lowered. The new score is simply placed on a new range of numbers (325–475) vs. the provisional range (425–575).

Scale Scores and Achievement Levels

Standard setting took place in Summer 2023 to establish a new B.E.S.T. scale. Starting in Winter 2023 and beyond, scores are reported on the new scale approved by the State Board of Education. The scale score ranges differ by grade and subject (see page 6). 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 and on the next page.

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 on the new B.E.S.T. scale. Achievement levels range from Level 1 to Level 5. Achievement Level 3 indicates on grade level performance across all assessments. For reference, the FSA scale score ranges are included in the [Appendix](#).

Please note, the B.E.S.T. scale and FSA scale are two separate scales with different score ranges and different achievement levels. Thus, scores from both scales cannot be compared with each other.

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

FAST and B.E.S.T. 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

Alternate Passing Score (APS)

An APS is established for graduation tests after linking has been conducted between the old scale (provisional) and the new scale (B.E.S.T.) when the old passing score links to a score below Level 3 on the new scale. Student eligibility is determined by the year they entered ninth grade (grade 10 ELA Reading) or when they first participated in an assessment (B.E.S.T. EOCs) and eligible students may use these scores to satisfy assessment graduation requirements. More information about APS scores and student eligibility can be found in the [Graduation Requirements for Florida’s Statewide Assessments](#) document.

Florida Reporting System (FRS)

The FAST ELA Reading, FAST ELA Reading Retake, FAST Mathematics, and B.E.S.T. EOC results are reported in the FRS and are available within a day of the student completing 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](#) or the more in-depth [Florida Reporting System User Guide](#) for more information on how to use the FRS.

Family Portal

Families can access their student's FAST ELA Reading, FAST ELA Reading Retake, FAST Mathematics, 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. Families may also download a copy of their student's Individual Student Report when available. Results from the Fall 2020 Florida Statewide Assessments onwards are also provided.

One week after the testing window opens, scores and Detailed ISRs will begin to populate in Family Portal. Throughout the rest of the window, scores and Detailed ISRs will populate within 24 hours of the student completing their test.

Individual Student Reports (ISR)

On the following pages, we provide explanations for the different sections included in the Individual Student Report (ISR) for FAST ELA Reading, FAST ELA Reading Retake, FAST Mathematics, 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.

Simple Individual Student Report

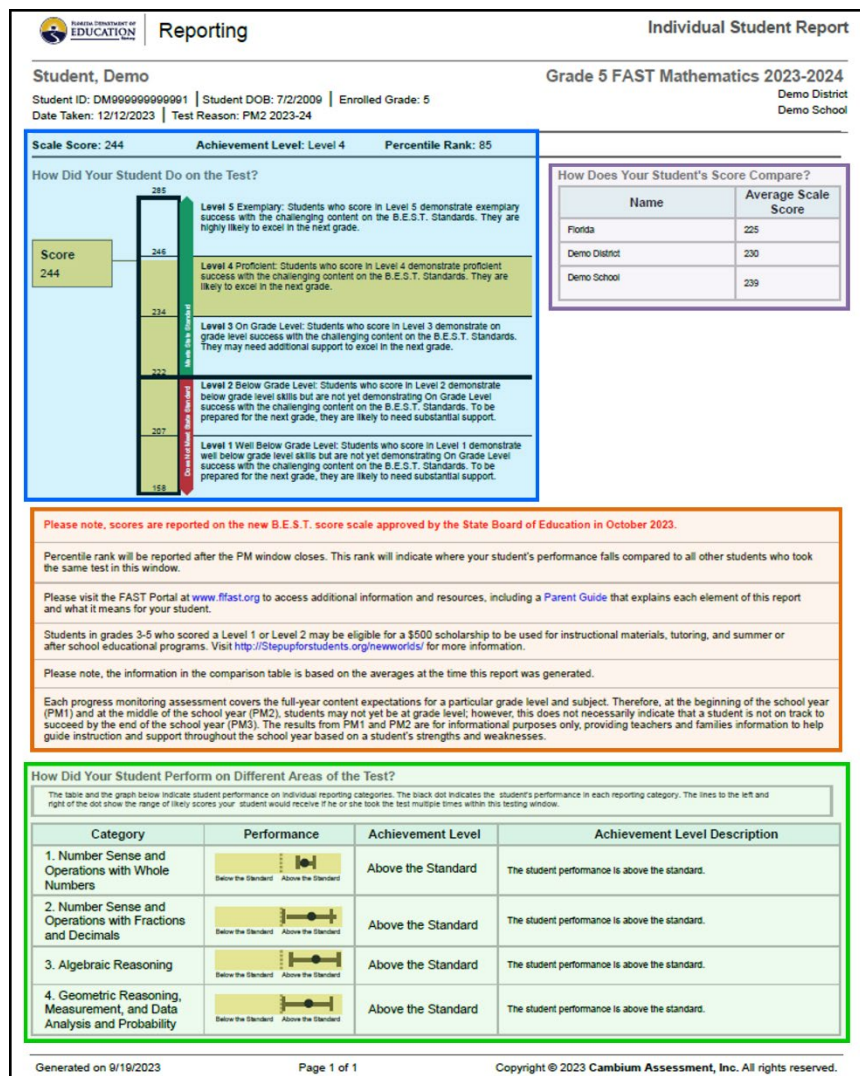
A simple student report may be created by teachers. This is a one-page report that provides a summarized overview of a student's performance. The simple ISR is the same for all subjects.

The FAST Simple 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 5 FAST Mathematics 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 and subjects.
- **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. The FAST Simple Individual Student Report



Detailed Individual Student Report

The sample provided in the following pages is the detailed student 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.

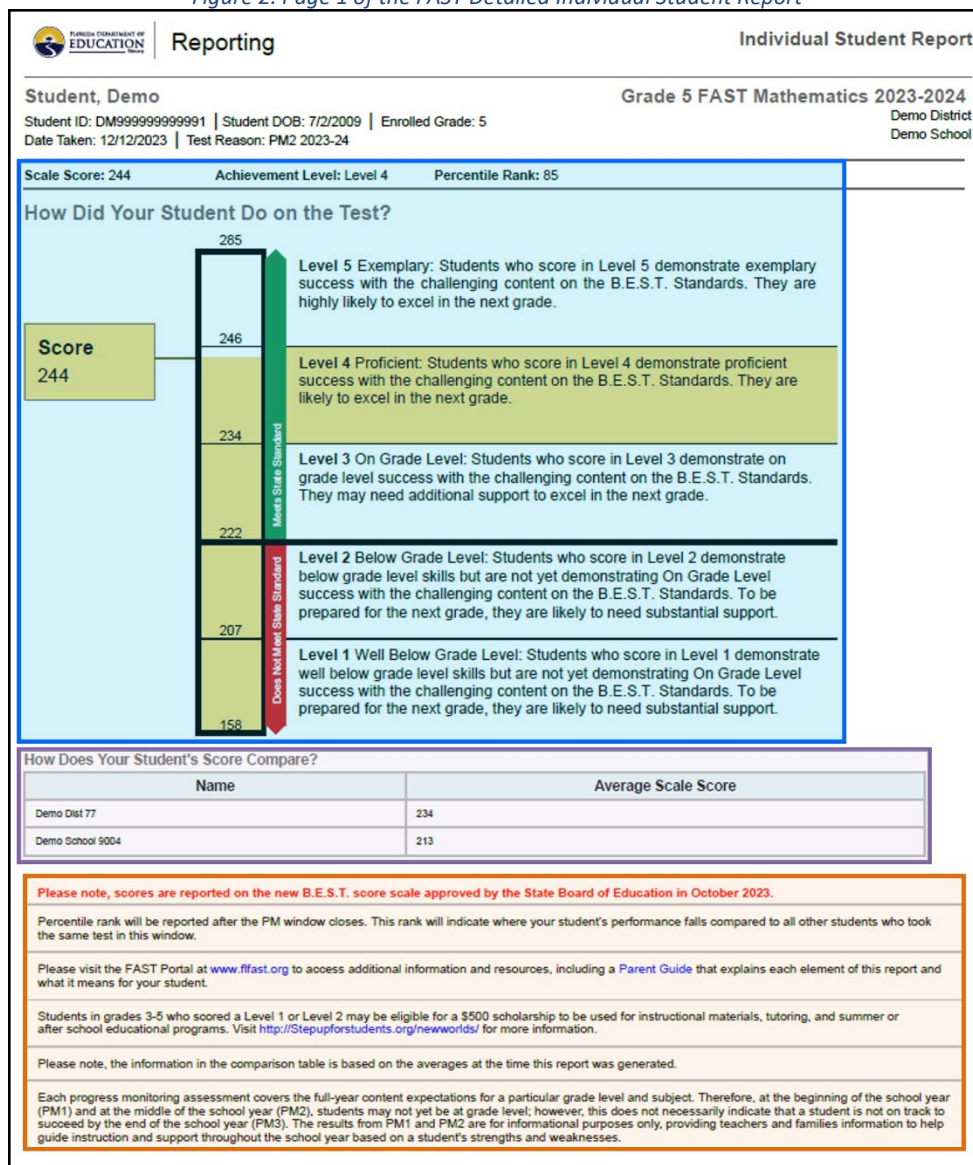
FAST Grades 3–10 ELA Reading and Grades 3–8 Mathematics Detailed ISR

Page 1 of the FAST Detailed 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 5 FAST Mathematics 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 and subjects.

Figure 2. Page 1 of the FAST Detailed Individual Student Report



Pages 2 and 3 of the FAST Detailed Individual Student Report

The second and third pages of the ISR contain 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.

- Box and Whisker Plots:** The 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 actual 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.
- Enhanced Achievement Level Descriptions:** The 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.

Figure 3. Pages 2 and 3 of the FAST Detailed Individual Student Report

Reporting		Individual Student Report	
Student, Demo Student ID: DM999999999999 Student DOB: 7/2/2009 Enrolled Grade: 5 Date Taken: 12/12/2023 Test Reason: PM2 2023-24		Grade 5 FAST Mathematics 2023-2024 Demo District Demo School	
Scale Score: 244		Achievement Level: Level 4	
How Did Your Student Perform on Different Areas of the Test?			
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.			
Category	Achievement	Achievement Level	Achievement Level Description
1. Number Sense and Operations with Whole Numbers		Above the Standard	<p>What These Results Mean For example, your learner may be able to:</p> <ul style="list-style-type: none"> Identify the error and express how a digit in a multidigit number with decimals to the thousandths changes as it moves one or more places to the left or right. Read and write numbers with decimals to the thousandths in word form, standard form, and expanded notation interchangeably. Plot on a number line, order and compare multidigit numbers with decimals to the thousandths. Round multidigit numbers with decimals to the thousandths and generate possible numbers given their rounded value. Multiply multidigit whole numbers with procedural fluency. Divide five-digit by two-digit whole numbers and represent remainders as fractions with procedural fluency. Compose and decompose numbers with decimals to the thousandths in multiple ways. <p>Next Steps For example, have your learner:</p> <ul style="list-style-type: none"> Identify and correct errors when given a problem involving the comparison, multiplication, or division of multidigit whole numbers. Solve real-world problems involving multiplication of multidigit whole numbers and division of five-digit whole numbers by two-digit whole numbers and explain why the solution is reasonable using estimation. Generate a new multidigit number which is 10, 100, 1000 times larger or smaller than the starting number.
2. Number Sense and Operations with Fractions and Decimals		At/Near the Standard	<p>What These Results Mean For example, your learner may be able to:</p> <ul style="list-style-type: none"> Multiply and divide multidigit numbers with decimals to the hundredths by one-tenth given a mathematical or real-world context. Add and subtract fractions, mixed numbers, and fractions greater than one with unlike denominators. Multiply a fraction, including fractions greater than one, by a fraction less than a whole. - Solve real-world problems involving the addition, subtraction, or multiplication of fractions. Solve real-world problems involving the division of a whole number by a unit fraction and a unit fraction by a whole number. Solve two-step word problems using multiplication and division. <p>Next Steps For example, have your learner:</p> <ul style="list-style-type: none"> Add, subtract, multiply, and divide multidigit numbers with decimals to the hundredths. For example, while getting gas, determine how much it would cost for 10 gallons of gas. Solve multistep real-world problems involving money using decimal notation. For example, use a checkbook register to keep a record of items purchased and money earned with the balance after each transaction. Use everyday objects to explore fractions such as describing how much each person will receive if you have four candy bars to share among three people. Identify errors in fraction problems involving any of the four operations.

Page 4 of the FAST Detailed Individual Student Report

The fourth 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.

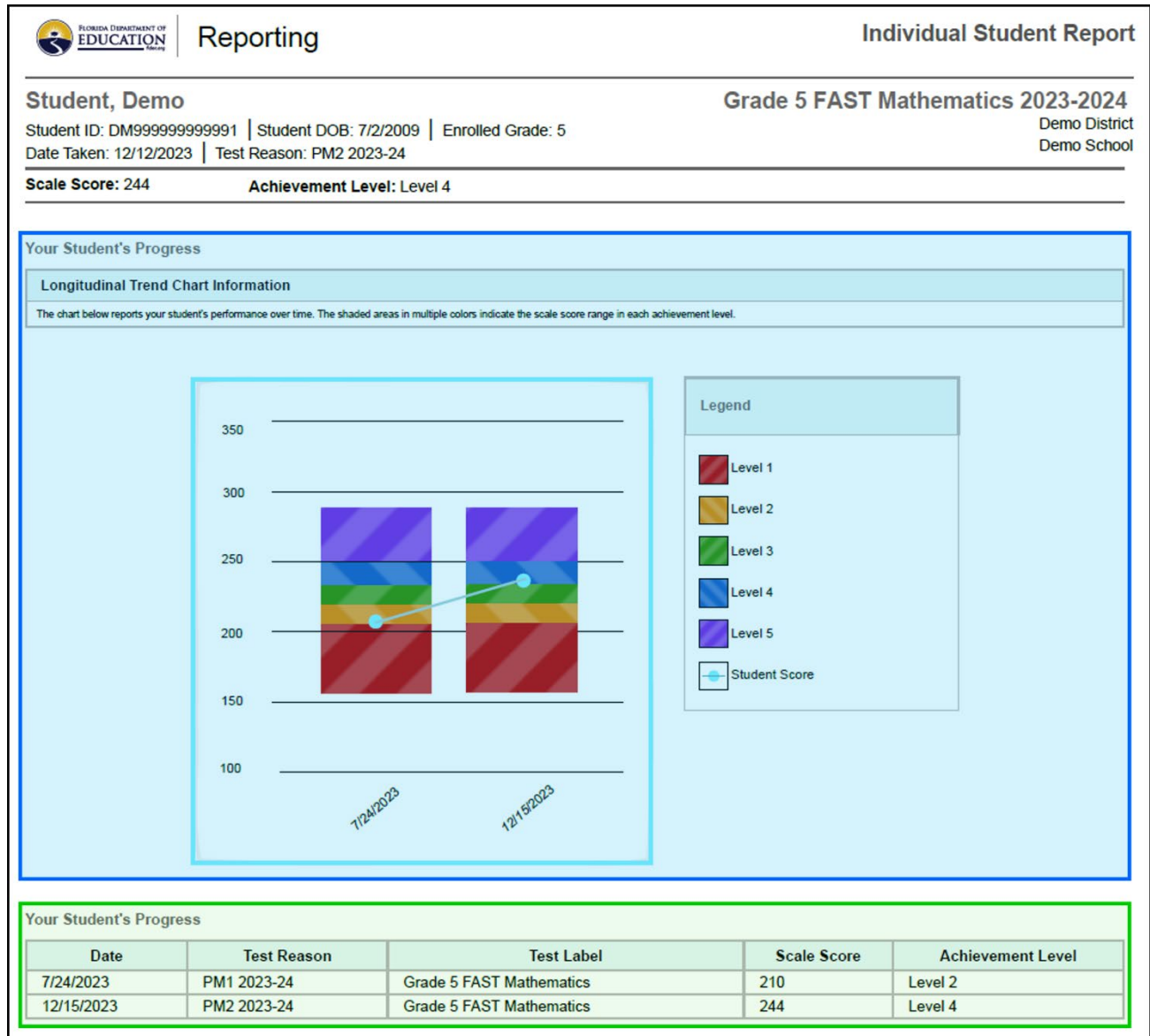
- **Longitudinal Trend Chart:** The blue-shaded area displays the student’s achievement level over time. The bottom of the chart indicates the date when the student took each test, allowing the user to compare the student’s performance between PM1, PM2, and PM3.



Note: This will show the current school year only.

- **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 4. Page 4 of the FAST Detailed Individual Student Report



More information on achievement levels and reporting categories can be found on pages 4-6 of this guide.

Page 5 onwards of the FAST Detailed Individual Student Report


The fifth 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 benchmark key, benchmark, the points earned, and the points possible.



Note: Field test items are not included.

Figure 5. Page 5 Onwards of the FAST Detailed Individual Student Report

 Reporting		Individual Student Report	
Student, Demo		Grade 5 FAST Mathematics 2023-2024	
Student ID: DM999999999991 Student DOB: 7/2/2009 Enrolled Grade: 5		Demo District Demo School	
Date Taken: 12/12/2023 Test Reason: PM2 2023-24			
Scale Score: 244		Achievement Level: Level 4	
How Did Your Student Perform on Each Test Question?			
1. Number Sense and Operations with Whole Numbers			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
11	NSOW MA.5.NSO.2 MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	1/1
12	NSOW MA.5.NSO.2 MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	2/2
14	NSOW MA.5.NSO.1 MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	1/1
15	NSOW MA.5.NSO.1 MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	1/1
16	NSOW MA.5.NSO.1 MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	1/1
17	NSOW MA.5.NSO.2 MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	1/1
25	NSOW MA.5.NSO.1 MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	1/1
2. Number Sense and Operations with Fractions and Decimals			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
1	NSOFD MA.5.FR.1 MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	1/1
3	NSOFD MA.5.NSO.2 MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	1/1
6	NSOFD MA.5.AR.1 MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	1/1
13	NSOFD MA.5.FR.2 MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	1/1
20	NSOFD MA.5.NSO.2 MA.5.NSO.2.5 and MA.5.NSO.2.4 MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	1/1
22	NSOFD MA.5.FR.2 MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	1/1
3. Algebraic Reasoning			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
5	AR MA.5.AR.1 MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	1/1
9	AR MA.5.AR.2 MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	1/1
18	AR MA.5.AR.3 MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	1/1
19	AR MA.5.AR.2 MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	2/2
23	AR MA.5.AR.3 MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	1/1
24	AR MA.5.AR.1 MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	1/1


FAST ELA Reading Retake and B.E.S.T. EOC Detailed Individual Student Report

Page 1 of the FAST ELA Reading Retake and B.E.S.T. EOC Detailed Individual Student Report

The top of the ISR contains student, school, and district information and the grade level/subject assessment the student took.

- **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.

Figure 6. Page 1 of the B.E.S.T. EOC Detailed Individual Student Report



Reporting

Individual Student Report

Demo, Student

Student ID: DM99999999901 | Student DOB: 7/2/2008 | Enrolled Grade: 9
 Date Taken: 10/24/2023 | Test Reason: Winter 2023-24

B.E.S.T. Algebra 1 EOC 2023-2024

Demo Dist
Demo School

Scale Score: 475 Achievement Level: Level 5

How Did Your Student Do on the Test?

<div style="border: 1px solid gray; padding: 5px; background-color: #d9ead3;"> Score 475 </div>	<div style="border: 1px solid gray; padding: 5px; background-color: #d9ead3;">475</div>	Meets State Standard	<p>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.</p>
	<div style="border: 1px solid gray; padding: 5px; background-color: #d9ead3;">435</div>		<p>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.</p>
	<div style="border: 1px solid gray; padding: 5px; background-color: #d9ead3;">418</div>		<p>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.</p>
	<div style="border: 1px solid gray; padding: 5px; background-color: #d9ead3;">400</div>	Does Not Meet State Standard	<p>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.</p>
	<div style="border: 1px solid gray; padding: 5px; background-color: #d9ead3;">379</div>		<p>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.</p>
	<div style="border: 1px solid gray; padding: 5px; background-color: #d9ead3;">325</div>		

How Does Your Student’s Score Compare?

Name	Average Scale Score
Demo Dist	361
Demo School	377

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

Students must pass the statewide Grade 10 ELA Reading and Algebra 1 EOC assessments for graduation purposes. The passing score for these assessments is the minimum score in Achievement Level 3 for each test. Some students are eligible to use an alternate passing score. For more information about the alternate passing scores for the Grade 10 ELA Reading and Algebra 1 assessments, as well as student eligibility, please visit [Graduation Requirements for Florida’s Statewide Assessments](#). This document also contains information regarding other pathways to meet these requirements for students who did not achieve a passing score.

Understanding FAST and BEST Reports for Teachers and Administrators - November 2023


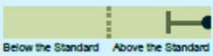
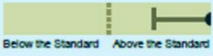
13

Pages 2 and 3 of the FAST ELA Reading Retake and B.E.S.T. EOC Detailed Individual Student Report

The second and third pages of the ISR contain 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.

- Box and Whisker Plots:** The 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 he or she took the test multiple times within the testing window.
- Enhanced Achievement Level Descriptions:** The 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.

Figure 7. Pages 2 and 3 of the B.E.S.T. EOC Detailed Individual Student Report

 Reporting		Individual Student Report	
Demo, Student Student ID: DM99999999901 Student DOB: 7/2/2008 Enrolled Grade: 9 Date Taken: 10/24/2023 Test Reason: Winter 2023-24		B.E.S.T. Algebra 1 EOC 2023-2024 Demo Dist Demo School	
Scale Score: 475 Achievement Level: Level 5			
How Did Your Student Perform on Different Areas of the Test?			
<small>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.</small>			
Category	Achievement	Achievement Level	Achievement Level Description
1. Expressions, Functions, and Data Analysis		Above the Standard	<p>What These Results Mean For example, your learner may be able to:</p> <ul style="list-style-type: none"> Apply more than one of the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents. Add, subtract, multiply, and divide numerical radicals using multiple operations. Identify the function type and compare key features of linear and nonlinear functions when represented in multiple forms. Interpret why a function type corresponds to its real-world context, as well as describe the effect of transformations on a function. Evaluate and interpret the output of a function in the context of a real-world situation. Calculate and interpret the average rate of change in a real-world situation. Understand that a function growing exponentially will exceed that of a function that grows linearly or quadratically. Select an appropriate method to represent data when given a data set. <p>Next Steps For example, have your learner:</p> <ul style="list-style-type: none"> Analyze errors in worked examples and make appropriate corrections. Compare key features of functions represented in multiple forms (graphs, equations, tables, and written descriptions). Interpret key features in a real-world context. Compare and interpret factors, terms, constants, coefficients, and variables in equivalent expressions and equations in a real-world context. Use linear and exponential functions to analyze real-world financial situations such as loans, savings accounts, and investments.
2. Linear Relationships		Above the Standard	<p>What These Results Mean For example, your learner may be able to:</p> <ul style="list-style-type: none"> Write, solve, and interpret solutions of linear equations, linear inequalities, systems of linear equations, and systems of linear inequalities. Analyze and correct errors in linear equations and inequalities. Analyze solutions as viable or not viable in systems of equations and inequalities. Fit a linear function to data and use it to solve real-world problems and make predictions in terms of the context of the data. <p>Next Steps For example, have your learner:</p> <ul style="list-style-type: none"> Analyze errors in worked examples and make appropriate corrections. Explore graphs of systems of nonlinear equations and make comparisons to systems of linear equations. Use learned knowledge and apply it to situations in other fields (arts, science, technology, etc.).

Page 4 Onwards of the FAST ELA Reading Retake and B.E.S.T. EOC Detailed Individual Student Report

The fourth 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 benchmark key, the points earned, and the points possible.



Note: Field test items are not included.

Figure 8. Page 4 Onwards of the B.E.S.T. EOC Detailed Individual Student Report

Reporting		Individual Student Report	
Demo, Student Student ID: DM99999999901 Student DOB: 7/2/2008 Enrolled Grade: 9 Date Taken: 10/24/2023 Test Reason: Winter 2023-24		B.E.S.T. Algebra 1 EOC 2023-2024 Demo Dist Demo School	
Scale Score: 475 Achievement Level: Level 5			
How Did Your Student Perform on Each Test Question?			
1. Expressions, Functions, and Data Analysis			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
2	EFDA MA.912.F.1 MA.912.F.1.1	Given an equation or graph that defines a function, classify the function type. Given an input-output table, determine a function type that could represent it.	1/1
5	EFDA MA.912.AR.1 MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of their parts as a single entity.	1/1
7	EFDA MA.912.NSO.1 MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	1/1
8	EFDA MA.912.F.2 MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x)+k$, $kf(x)$, $f(kx)$ and $f(x+k)$, for special values of k .	1/1
14	EFDA MA.912.F.1 MA.912.F.1.8andMA.912.FL.3.4 MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	1/2
22	EFDA MA.912.DP.3 MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	1/1
23	EFDA MA.912.NSO.1 MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	1/1
24	EFDA MA.912.F.2 MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x)+k$, $kf(x)$, $f(kx)$ and $f(x+k)$, for special values of k .	1/1
27	EFDA MA.912.F.1 MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	1/1
29	EFDA MA.912.DP.1 MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	1/1
32	EFDA MA.912.F.1 MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	1/1
34	EFDA MA.912.DP.1 MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	1/1
39	EFDA MA.912.AR.1 MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	1/1
41	EFDA MA.912.F.1 MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	1/1
43	EFDA MA.912.NSO.1 MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	1/1
2. Linear Relationships			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
1	LR MA.912.AR.2 MA.912.AR.2.6	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	1/1
3	LR MA.912.DP.2 MA.912.DP.2.6andMA.912.DP.1.3 MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	1/1
6	LR MA.912.AR.2 MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	1/1
9	LR MA.912.AR.9 MA.912.AR.9.6	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	1/1
10	LR MA.912.AR.2 MA.912.AR.2.7	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.	1/1
11	LR MA.912.DP.2 MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	1/1
17	LR MA.912.AR.9 MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	1/1
20	LR MA.912.AR.2 MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	1/1
21	LR MA.912.AR.9 MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	1/1

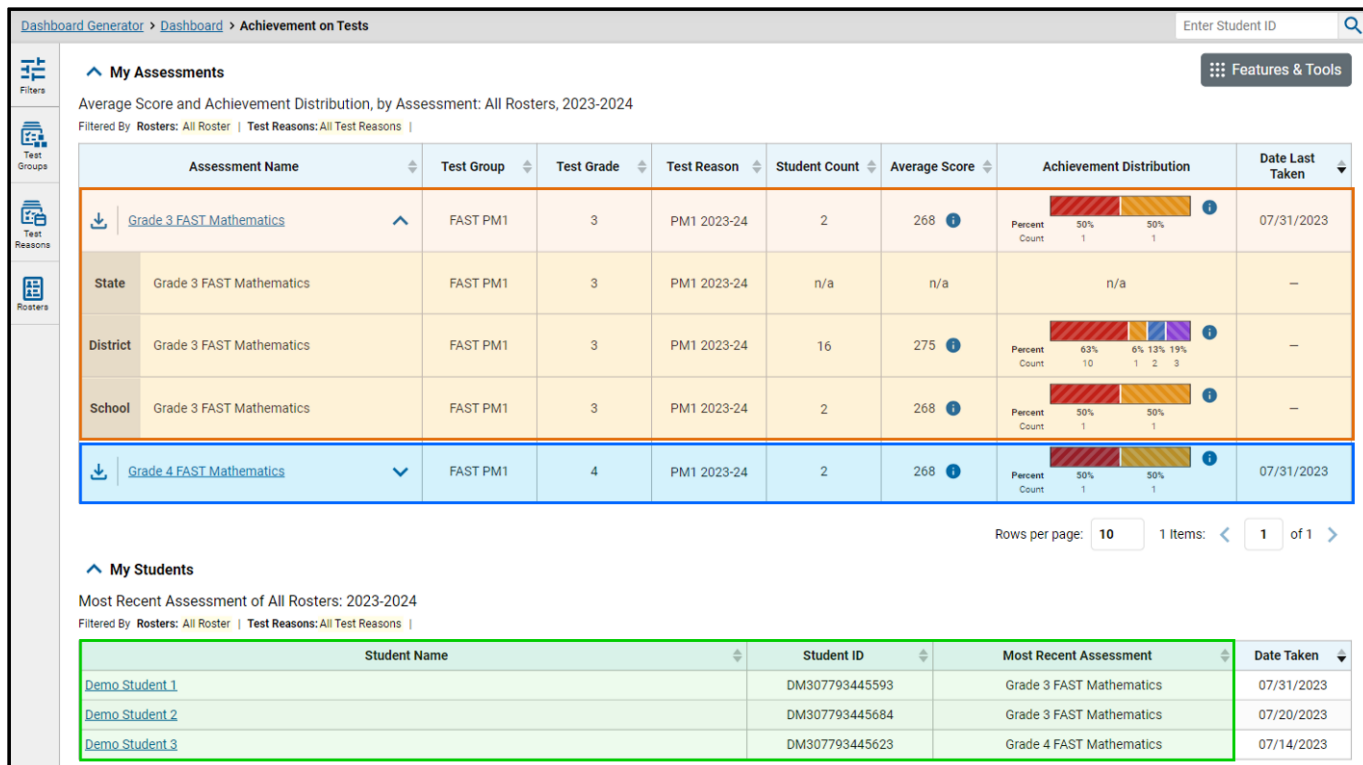
Achievement on Test Reports

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 as well.

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 9](#) 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 9: 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 10](#) displays the student count, average scale score, average overall achievement distribution by school, district, and state, and the percentage of students who achieved a Level 3 or above.
- **Class roster information:** The **green**-shaded area in [Figure 10](#) displays the student count in a particular roster, the test completion rate, the average scale score, the average overall achievement level for the roster, and the percentage of students who achieved a Level 3 or above.
- **Roster performance by reporting category:** The **red**-shaded and **orange**-shaded sections in [Figure 10](#), [Figure 11](#), [Figure 12](#), and [Figure 13](#) 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 used to gauge the roster's or student's ability with regards to the reporting category.
 - **Performance Distribution:** The **red**-shaded section in [Figure 11](#) 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 [Figure 12](#) and [Figure 13](#) display the roster's strength and weaknesses with respect to grade level performance. 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 of 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 on grade standard (i.e., Level 3 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: On Grade and Weak or Strong.
 - **On Grade column:** For standard performance relative to the Level 3 cut in the On Grade 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 on grade 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 Level 3 cut. Conversely, when observed performance within a standard is below the Level 3 cut, the roster or school shows relative weakness in that standard.
 - The three levels of proficiency are: Above the On Grade Standard, At/Near the On Grade Standard, Below the On Grade 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 14](#) displays the definitions of the reporting categories and benchmarks if you choose to print a PDF version of this report.

Figure 10: Roster Achievement on Test Report

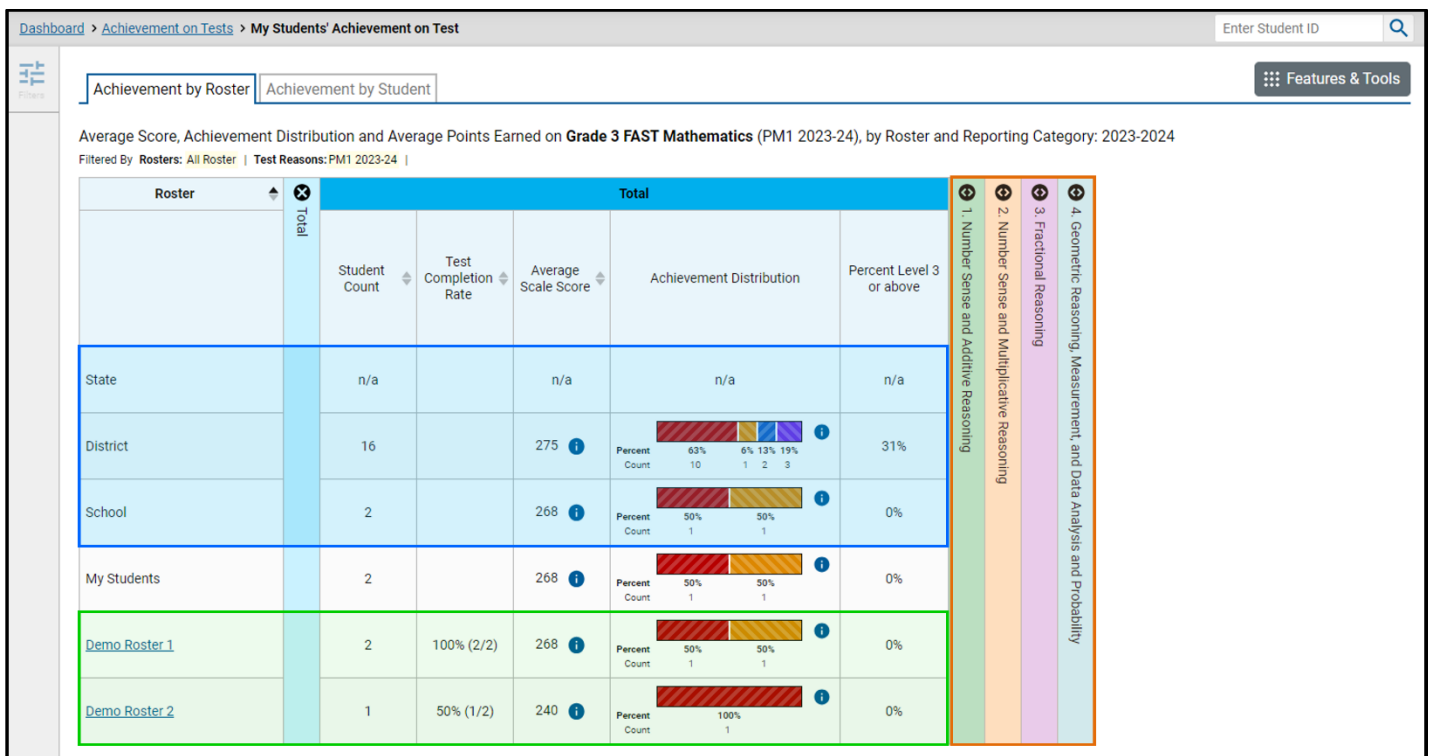


Figure 11: Roster Achievement on Test Report – Performance Distribution

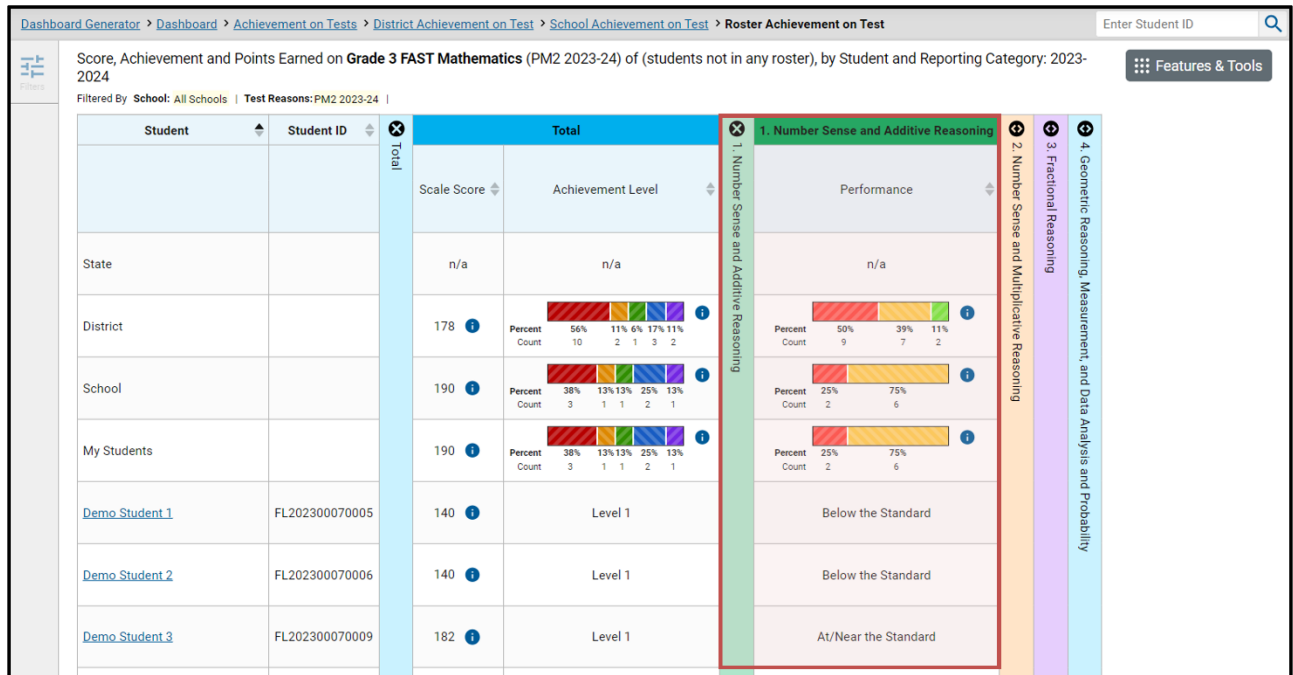


Figure 12: Roster Achievement on Test Report – Strengths and Weaknesses Chart: On Grade column

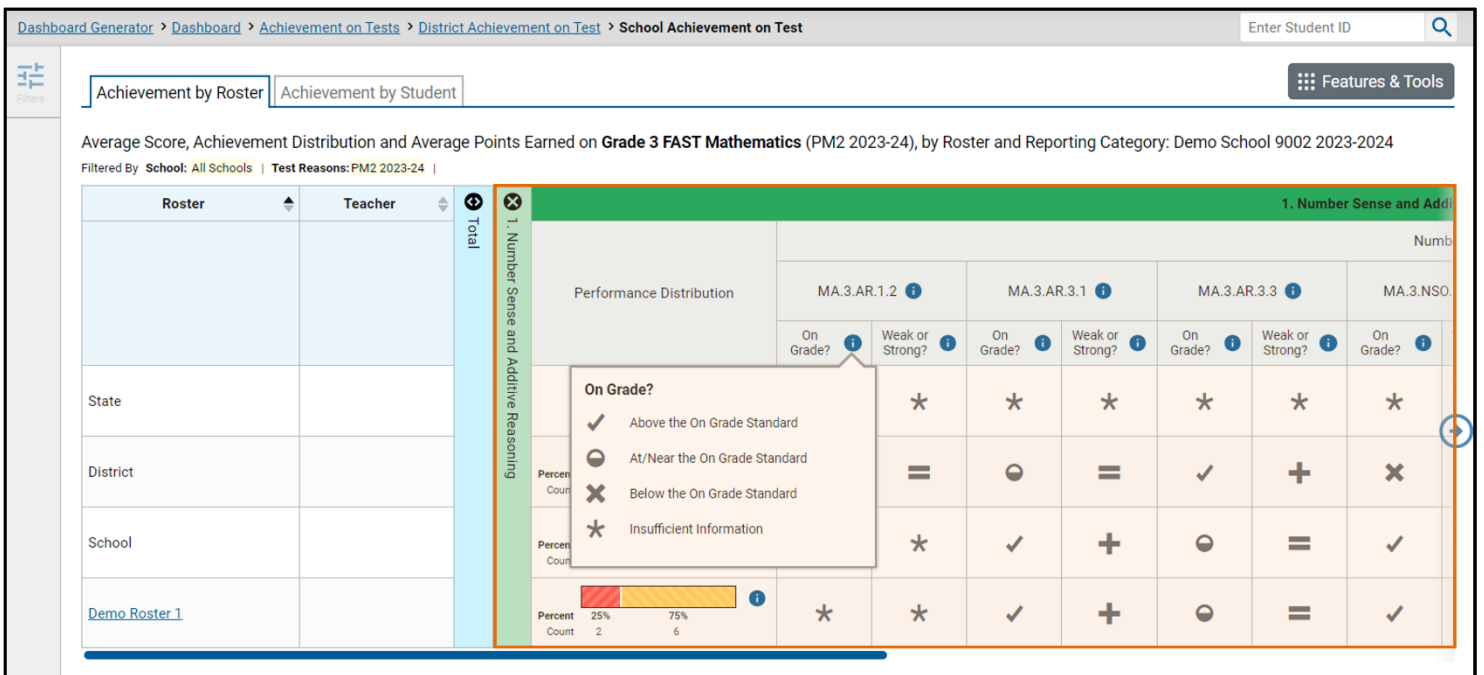


Figure 13. Roster Achievement on Test Report – Strengths and Weaknesses Chart: Weak or Strong column

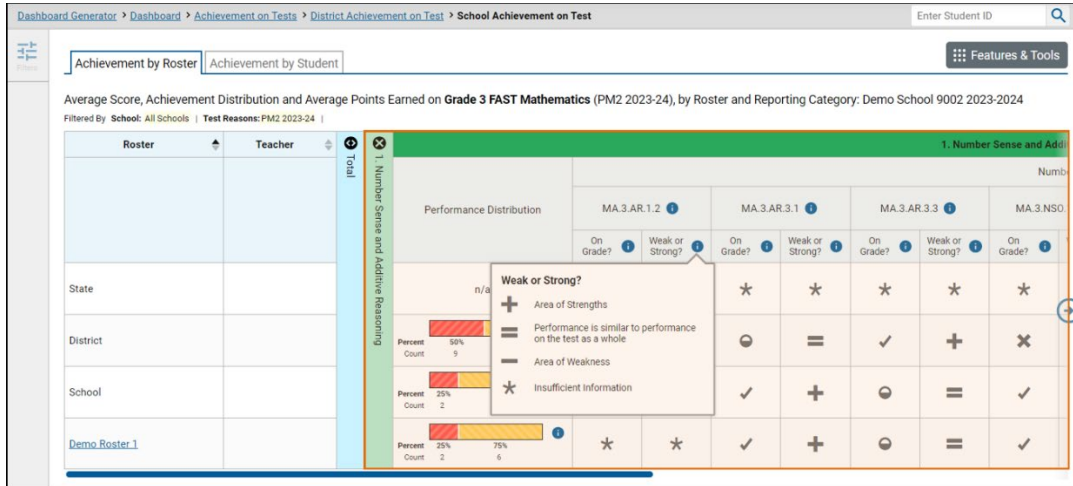


Figure 14: Reporting Categories Definitions

Benchmark and Target Reference Page Grade 5 FAST Mathematics

Legend

- On Grade?
 - ✓ Above the On Grade Standard
 - At/Near the On Grade Standard
 - ✗ Below the On Grade Standard
 - ★ Insufficient Information
- Weak or Strong?
 - + Area of Strengths
 - = Performance is similar to performance on the test as a whole
 - Area of Weakness
 - ★ Insufficient Information

1. Number Sense and Operations with Whole Numbers

Number Sense and Operations with Whole Numbers

MA.5.NSO.1.1
Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.

MA.5.NSO.1.2
Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.

MA.5.NSO.1.3
Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.

MA.5.NSO.1.4
Plot, order and compare multi-digit numbers with decimals up to the thousandths.

MA.5.NSO.1.5
Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.

MA.5.NSO.2.1
Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.

MA.5.NSO.2.2
Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.

2. Number Sense and Operations with Fractions and Decimals

Number Sense and Operations with Fractions and Decimals

MA.5.AR.1.2
Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.

MA.5.AR.1.3
Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.

MA.5.FR.1.1
Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.

MA.5.FR.2.1
Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.

MA.5.FR.2.2
Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.

MA.5.FR.2.3
When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.

MA.5.FR.2.4
Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.

MA.5.M.2.1
Solve multi-step real-world problems involving money using decimal notation.

MA.5.NSO.2.3
Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.

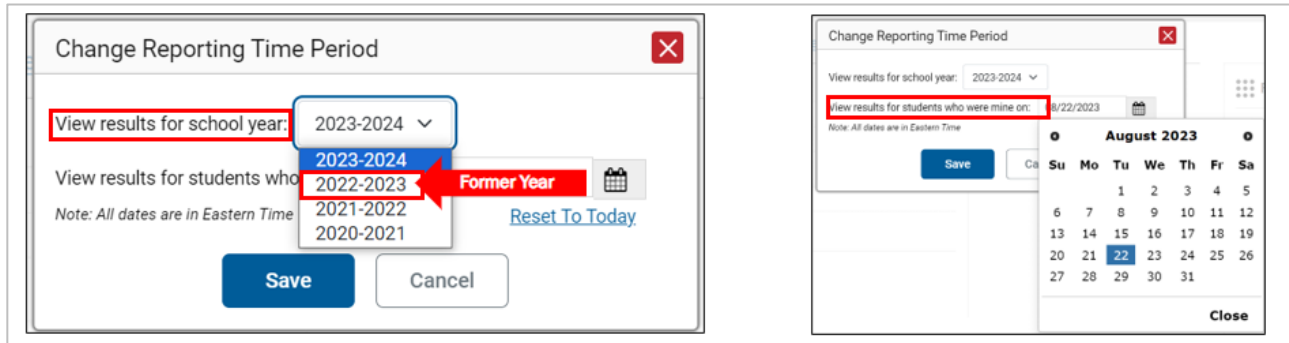
MA.5.NSO.2.5 and MA.5.NSO.2.4
Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability. Explore the multiplication and division of multi-digit numbers



Note: You must click on the  print icon under Features & Tools and save to PDF to see the reporting categories definitions.

- Teachers will need to create new rosters for the current school year. Teachers may view how their current students performed in previous years by changing the reporting time period and selecting the appropriate school year.
 - Teachers may also view how previous students performed in prior years by changing the reporting time period, selecting the appropriate school year and choosing a date from that school year.

Figure 15. Change Reporting Time Period



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 17](#) displays the average scale score and overall achievement level at the aggregate level.
- **Student information:** The green-shaded area in [Figure 17](#) 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 [Figure 17](#) and [Figure 18](#) are expandable and display the student’s performance for each reporting category and benchmark.
 - **Performance Distribution:** The red-shaded section in [Figure 17](#) 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 on grade level performance (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 18](#) 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.

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 in [Figure 16](#)).

Figure 16: Standard Keys toggle

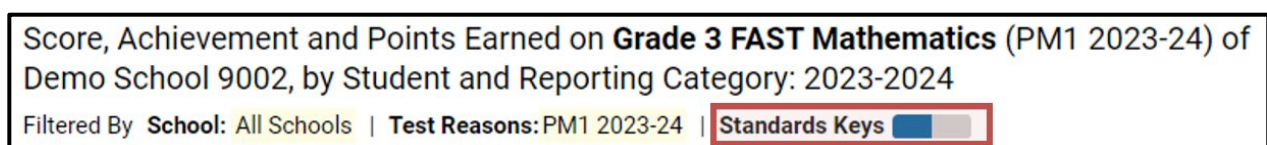


Figure 17: Student Achievement on Test Report – Performance Distribution

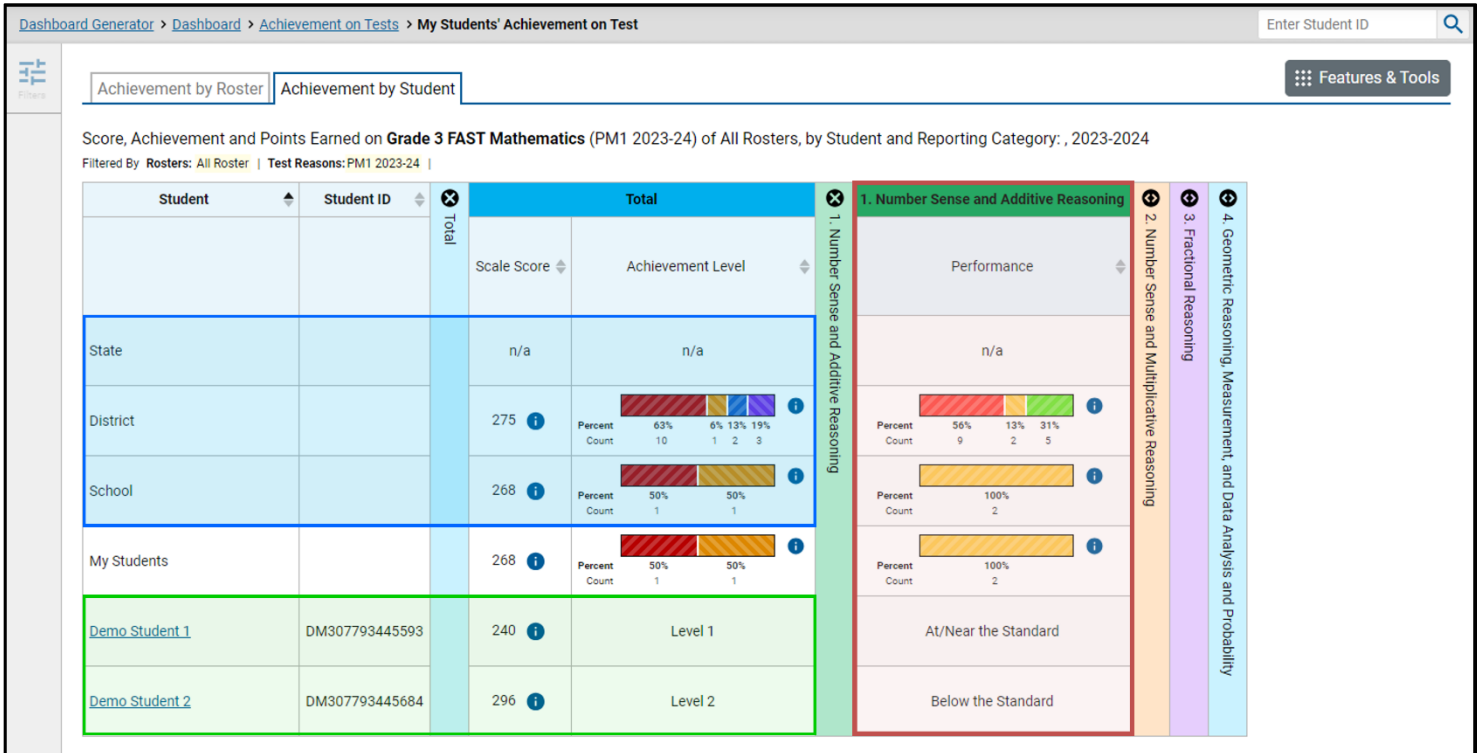
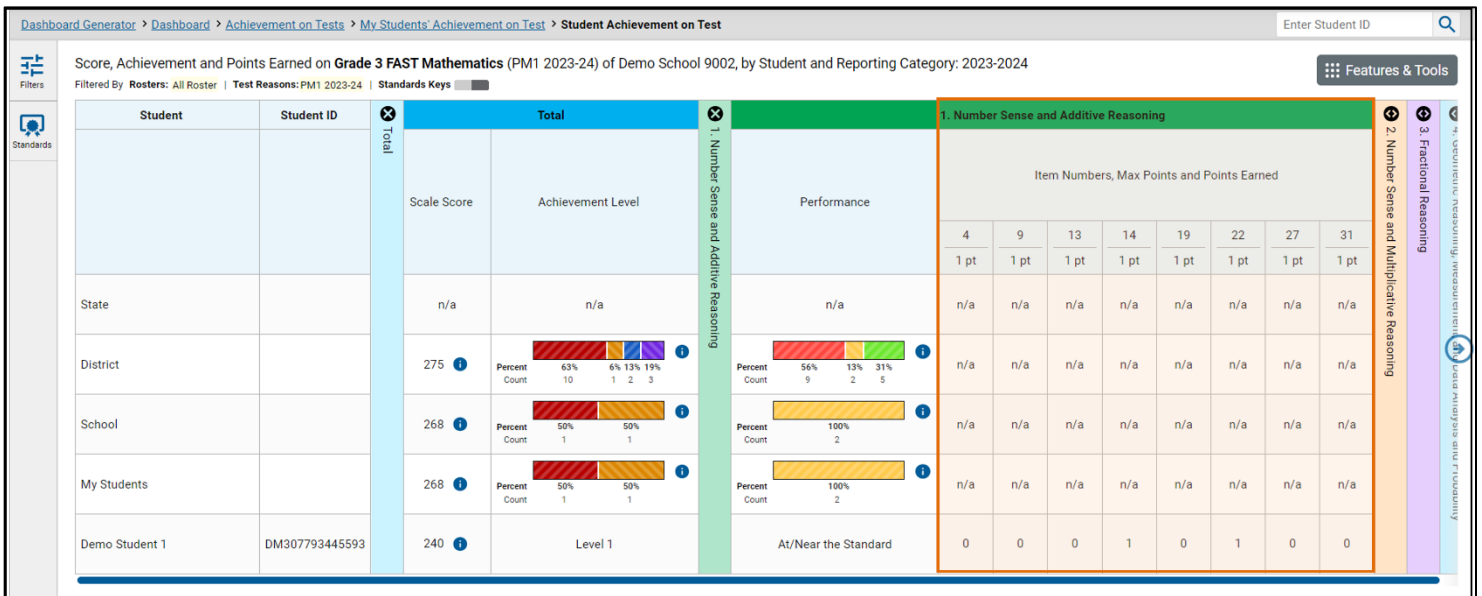


Figure 18: Student Achievement on Test Report – Item Level



Longitudinal Reports

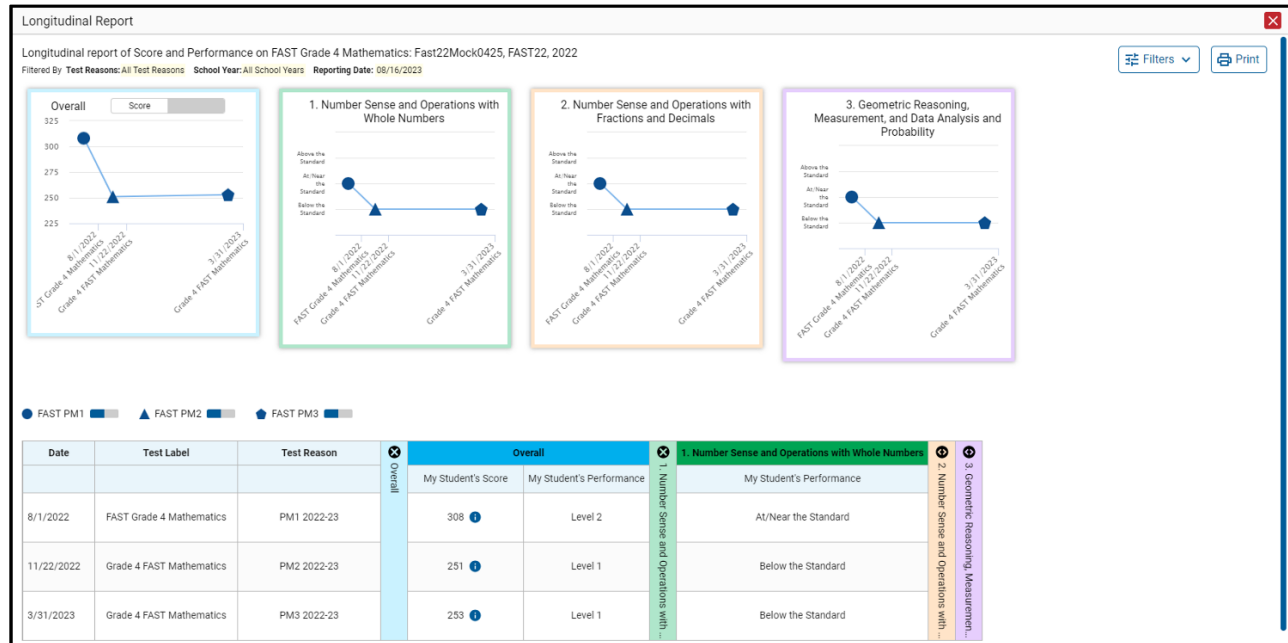
Longitudinal Report by Student

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



Note: This option is only available if there are multiple test opportunities to track.

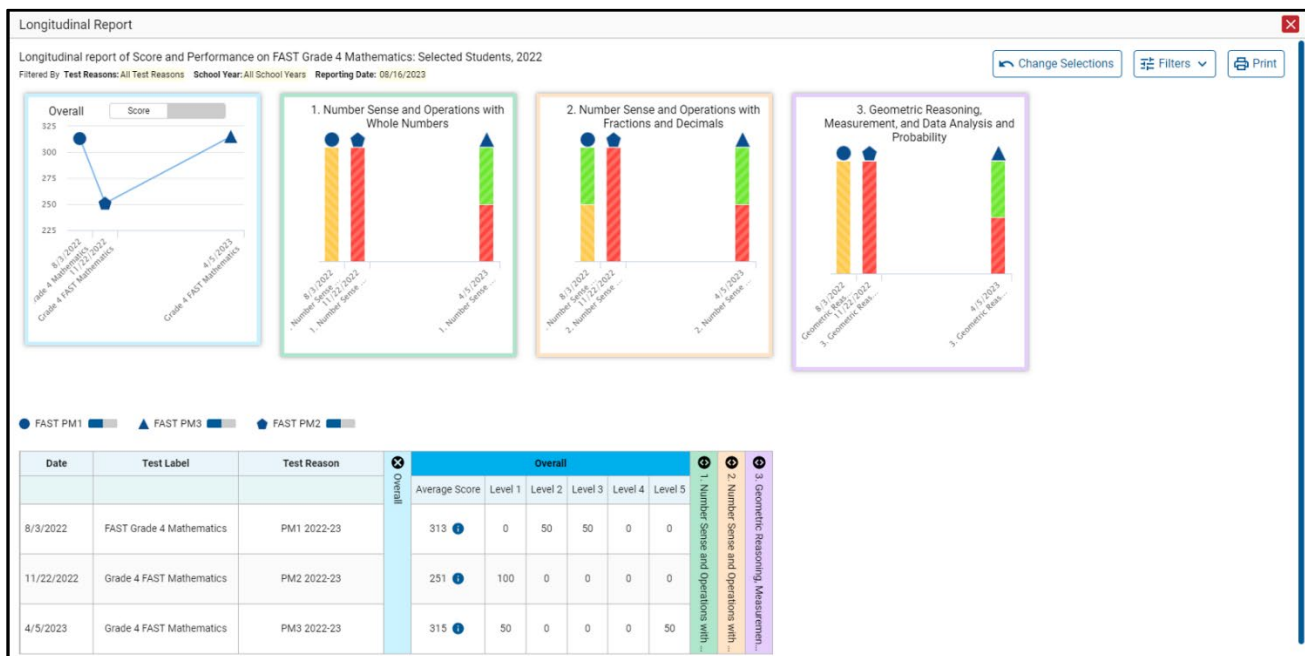
Figure 19: Longitudinal Report — Student



Longitudinal Report by Roster

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

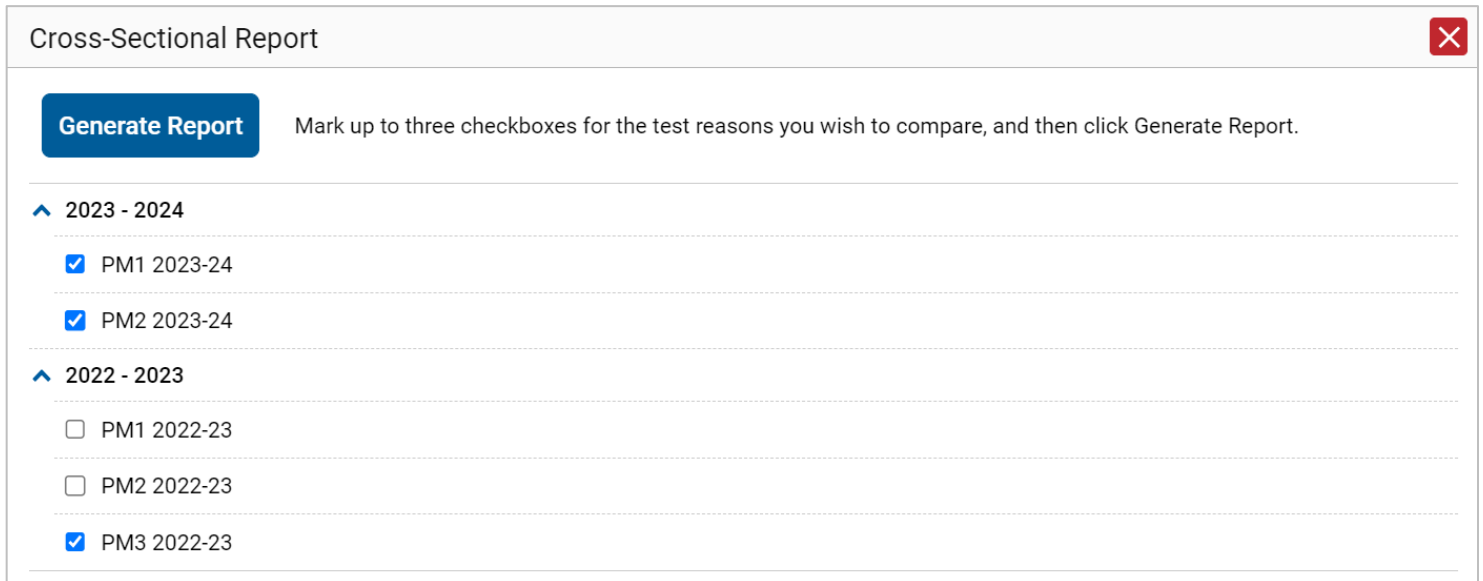
Figure 20: Longitudinal Report — Roster



Cross Sectional Report by School or District

This report helps you understand how your school and/or district performance has improved or changed across student populations. It allows school- and district-level users to compare different groups of students for the same test over three different administrations (for example, PM2 2023–24 vs PM1 2023–24 vs PM3 2022–23). The tests must be on the same scale to be compared (for example, the B.E.S.T. scale).

Figure 21: Standard Keys Options



The screenshot shows a web interface titled "Cross-Sectional Report" with a close button in the top right corner. Below the title is a blue "Generate Report" button and a text instruction: "Mark up to three checkboxes for the test reasons you wish to compare, and then click Generate Report." The interface is divided into two expandable sections. The first section, "2023 - 2024", is expanded and contains two checked checkboxes: "PM1 2023-24" and "PM2 2023-24". The second section, "2022 - 2023", is also expanded and contains three checkboxes: "PM1 2022-23" (unchecked), "PM2 2022-23" (unchecked), and "PM3 2022-23" (checked).

Unlike the Longitudinal Report, the Cross-Sectional Report does not track a particular set of students. The set of students may vary across test reasons, depending on which ones were enrolled and took the tests at the time.

- **Overall Score and Performance:** [Figure 22](#) shows your school’s or district’s overall score, overall performance, and reporting category performance across PM windows and across school years. If you would like to see the overall performance, click on the Score toggle button as shown in [Figure 23](#). The expandable section shows the percentage of students at a particular achievement level, which allows you to compare the school’s or district’s trajectory in different areas.
- **Target Level Performance:** The second table of the report as shown in [Figure 24](#) is an expandable section that breaks down performance by benchmark key and provides an overview of your school’s or district’s strengths and weaknesses.

Figure 22: Cross-Sectional Report – Breakdown of Overall and Reporting Category Performance

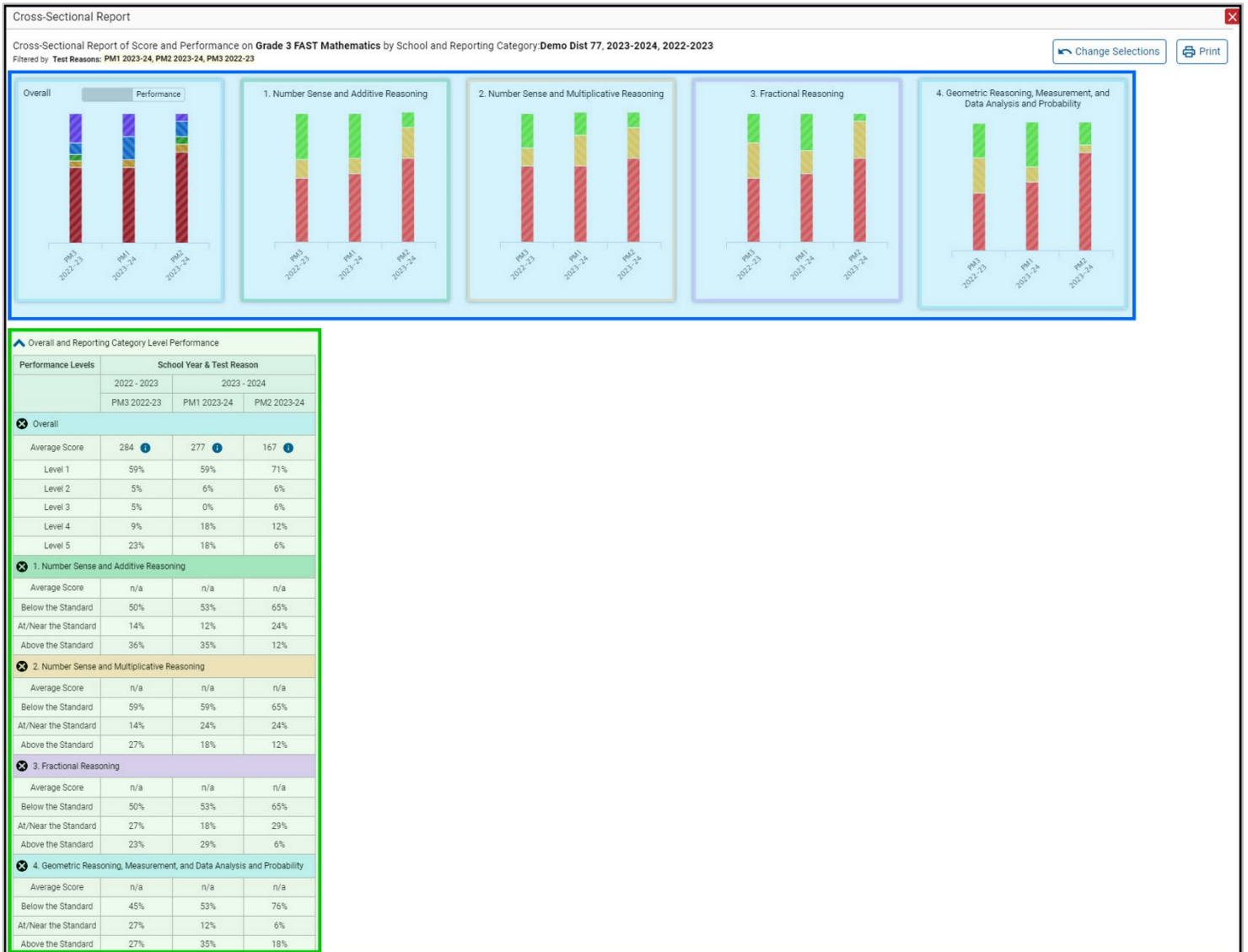


Figure 23. Score and Performance Toggle

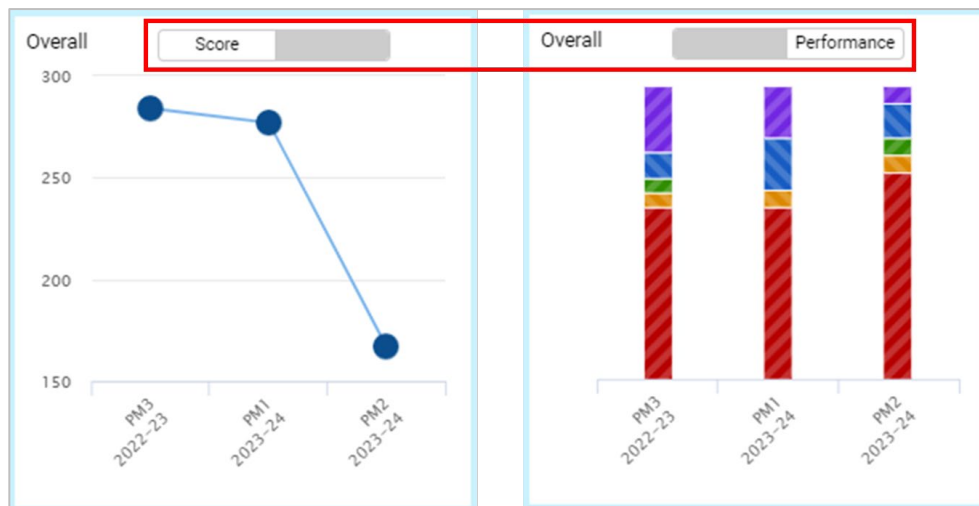


Figure 24. Cross-Sectional Report – Performance by Benchmark with Strengths and Weaknesses

Cross-Sectional Report							
Target Level Performance							
Targets	School Year & Test Reason						
	2022 - 2023			2023 - 2024			
	PM3 2022-23		PM1 2023-24		PM2 2023-24		
	On Grade? ⓘ	Weak or Strong? ⓘ	On Grade? ⓘ	Weak or Strong? ⓘ	On Grade? ⓘ	Weak or Strong? ⓘ	On Grade? ⓘ
1. Number Sense and Additive Reasoning							
2. Number Sense and Multiplicative Reasoning							
Number Sense and Multiplicative Reasoning							
MA.3.AR.1.1 ⓘ	✓	+	*	=	⊖	+	
MA.3.AR.2.2 ⓘ	⊖	=	✓	+	⊖	+	
MA.3.AR.2.3 and MA.3.AR.2.1 ⓘ	*	=	*	=	✓	+	
MA.3.AR.3.2 ⓘ	✓	+	⊖	+	*	=	
MA.3.GR.2.1 ⓘ	✗	-	✗	-	✗	-	
MA.3.GR.2.2 ⓘ	⊖	=	✗	-	⊖	=	
MA.3.NSO.2.3 ⓘ	⊖	=	⊖	=	*	=	
MA.3.NSO.2.4 and MA.3.NSO.2.2 ⓘ	⊖	=	*	=	*	*	

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 ELA Reading and ELA Reading Retake

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 an on grade level performance and is the minimum passing score for each assessment.

Alternate Passing Score (APS)—The FSA and FCAT 2.0 equivalent score reported on the B.E.S.T. scaled score. The APS cuts only apply to students who are retaking the 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.

Appendix

FSA 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
ELA Reading Retake	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

Change Log

Location	Change	Date
Cover Page	Modified title to address new cut scores and achievement levels.	11/29/23
Introduction	Added new paragraph to address new cut scores and achievement levels.	11/29/23
Scale Scores and Achievement Levels	Modified paragraph to address new cut scores and achievement levels.	11/29/23
Achievement Levels	Modified section to address new cut scores and achievement levels.	11/29/23
Alternate Passing Score	Added section to address Alternate Passing Score.	11/29/23
Individual Student Reports (ISR)	Updated images of Simple and Detailed ISR.	11/29/23
Roster Achievement on Test Reports	Modified Strengths and Weaknesses terminology. Updated Roster Achievement on Test Report images.	11/29/23
Cross Sectional Report by School or District	Modified verbiage and updated images.	11/29/23
Glossary	Added Alternate Passing Score definition.	11/29/23
Appendix	Added appendix to address FSA scale scores and achievement levels.	11/29/23

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