FLORIDA DEPARTMENT OF EDUCATION
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Understanding Florida Statewide Assessments Reports for Families

May 2024

Contents

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.

The first operational administration of B.E.S.T. Writing is in the Spring 2024 administration. B.E.S.T. Writing will be reported in Family Portal after the testing window closes and once all quality assurance checks have been completed. Information about writing results can be found in Understanding B.E.S.T. Writing Reports for Families.

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 assessments. Please refer to the Statewide Science Fact Sheet and Science and Social Studies EOC Fact Sheet for more information on these assessments.

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 ELL 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 ELA Reading and Mathematics** – 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

- Beginning in Spring 2024, the following tests are reported in Family Portal:
  - FCLE K-12
  - B.E.S.T. Writing
- Beginning in Spring 2024, the following tests have new ISR templates:
  - Grades 5 and 8 Science
  - Biology 1 EOC
  - Civics EOC
  - U.S. History EOC
- The Longitudinal Trend Chart in the detailed ISR for FAST ELA Reading and Mathematics can now be used to compare student performance across school years.

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). Beginning in Spring 2024, Grades 5 and 8 Science and Biology 1, Civics, and U.S. History EOC assessments are also CATs. Sample items are available in the Sample Test Materials area of the FAST Portal. For more information about Florida's CATs, please see the FAQ.

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).

Florida Assessment Scores

The FAST grades 3-10 ELA Reading, FAST ELA Reading Retake, FAST grades 3-8 Mathematics, B.E.S.T. EOC, Science, Social Studies, and Florida Civic Literacy Exam results are all reported in Family Portal.

The following provides information 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 were reported on the 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.
- Percentile ranks will be reported after each PM window closes for FAST 3–10 assessments only.
- 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 (PM1, B.E.S.T. EOC, or FAST Grade 10 ELA Reading Retake), this score was updated in Family Portal to reflect how that student would have scored on the 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 looks 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 the B.E.S.T. scale. Starting in Winter 2023, scores for FAST and B.E.S.T. EOCs are reported on the 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 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.

FAST and B.E.S.T. Achievement Levels

The following images illustrate each achievement level and provide the scale score ranges for each level by grade/course for FAST and B.E.S.T. EOC assessments. Achievement levels range from Level 1 to Level 5. Achievement Level 3 indicates on grade level performance across all assessments.

FAST and B.E.S.T. Achievement Levels

Well Below Grade Level:	Below Grade Level:	On Grade Level:	Proficient:	Exemplary:
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

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

Science and Social Studies Achievement Levels

The following images illustrate each achievement level and provide the scale score ranges for each level by grade/course for Science and Social Studies assessments. Achievement levels range from Level 1 to Level 5. Achievement Level 3 indicates on grade level performance across all assessments.

Science and Social Studies Achievement Levels

Inadequate: Highly likely to need substantial support for the next grade/course

Below Satisfactory: 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

Mastery: Highly likely to excel in the next grade/ course

Science and Social Studies Scale Score Ranges for Each Achievement Level

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 5 Science	140–184	185–199	200–214	215–224	225–260
Grade 8 Science	140–184	185–202	203–214	215–224	225–260
Biology 1	325–368	369–394	395–420	421–430	431-475
Civics	325–375	376–393	394–412	413–427	428–475
U.S. History	325–377	378–396	397–416	417–431	432–475

Alternate Passing Score (APS)

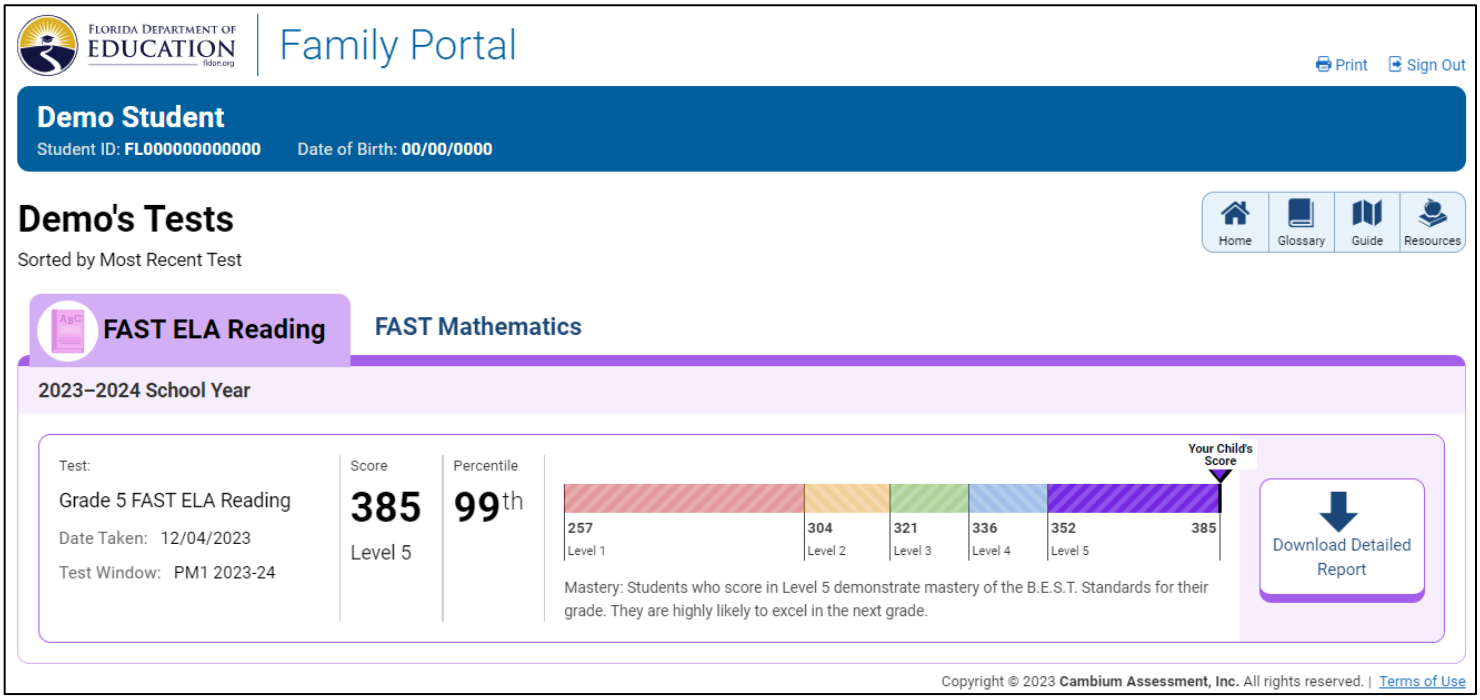
An APS is established for graduation tests after linking has been conducted between the old scale and the new scale when the old passing score links to a score below Level 3 on the new scale. Student eligibility is determined by the year they entered ninth grade (grade 10 ELA Reading) or when they first 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.

Family Portal

Families can access their student's Florida Statewide Assessment results in the Family Portal using the login information provided by the student's school. Families will need their student's six-digit access code (provided by the school), date of birth, and first name, as it appears on school records. Families can access the portal directly from the FAST portal or through their district's Student Information System (SIS). Families can see 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. Percentile rank is also available for FAST assessments, after the testing window closes. Results from Fall 2020 onwards are provided.

Some districts have partnered with Cambium to include a link to the Family Portal as part of their district parent portal. If this is the case in your district, then it will not be necessary to have the access code. You will only need the login information for the district portal. Please speak to your school if you are not sure if this applies to you.

Figure 1. Family Portal Subject Page



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, B.E.S.T. EOCs, Grades 5 and 8 Science, and Science and Social Studies EOCs. The student's school may provide this report electronically through the district's parent portal or a printed copy may be provided. Several of the report's features, such as longitudinal trends, will not be meaningful until a student participates in more than one window.

Simple Individual Student Report

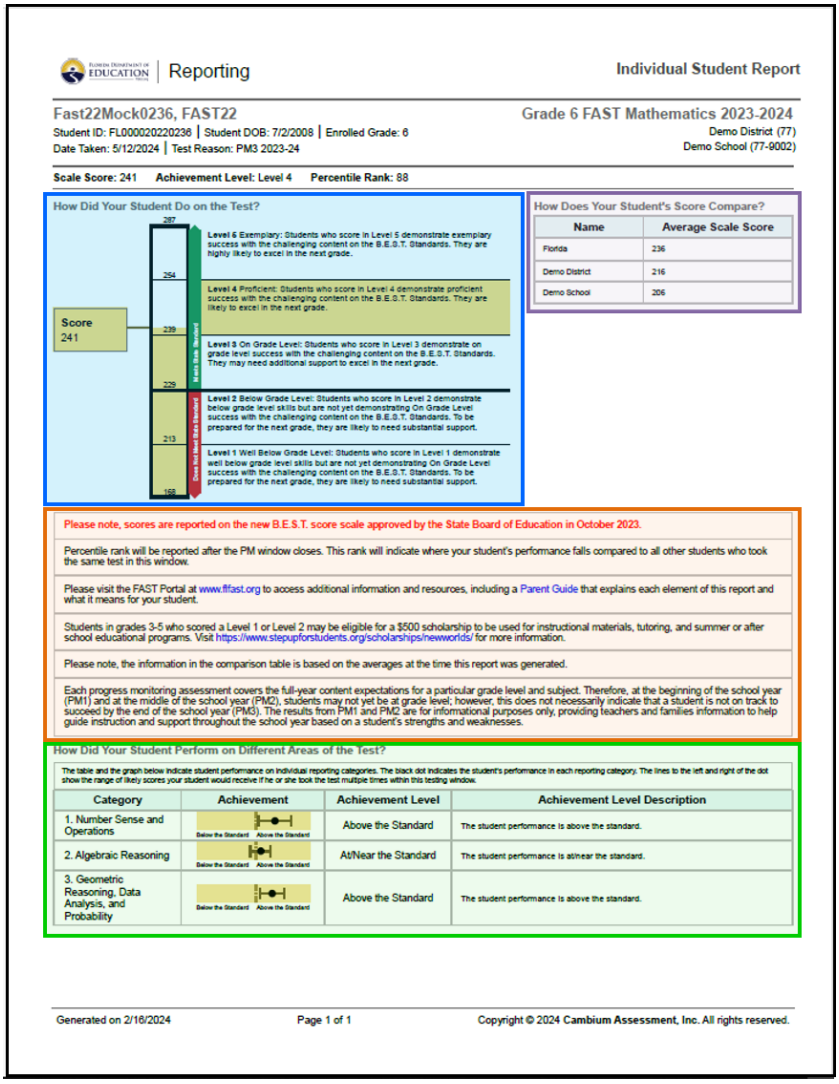
A simple student report is a one-page report that provides a summarized overview of a student's performance. The information in the simple ISR is the same for all subjects.

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 parents to see how their 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 2. FAST Simple Individual Student Report



Reporting — Individual Student Report

Fast22Mock0236, FAST22 — Grade 6 FAST Mathematics 2023-2024

Student ID: FL000020220236 | Student DOB: 7/2/2008 | Enrolled Grade: 6

Date Taken: 5/12/2024 | Test Reason: PM3 2023-24

Demo District (77)

Demo School (77-9002)

Scale Score: 241 **Achievement Level:** Level 4 **Percentile Rank:** 88

How Did Your Student Do on the Test?

Score 241

287
254
239
229
213
188

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.

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.

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.

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.

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.

How Does Your Student's Score Compare?

Name	Average Scale Score
Florida	236
Demo District	216
Demo School	206

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

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

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

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

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

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

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	Below the Standard / Above the Standard	Above the Standard	The student performance is above the standard.
2. Algebraic Reasoning	Below the Standard / Above the Standard	At/Near the Standard	The student performance is at/near the standard.
3. Geometric Reasoning, Data Analysis, and Probability	Below the Standard / Above the Standard	Above the Standard	The student performance is above the standard.

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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.

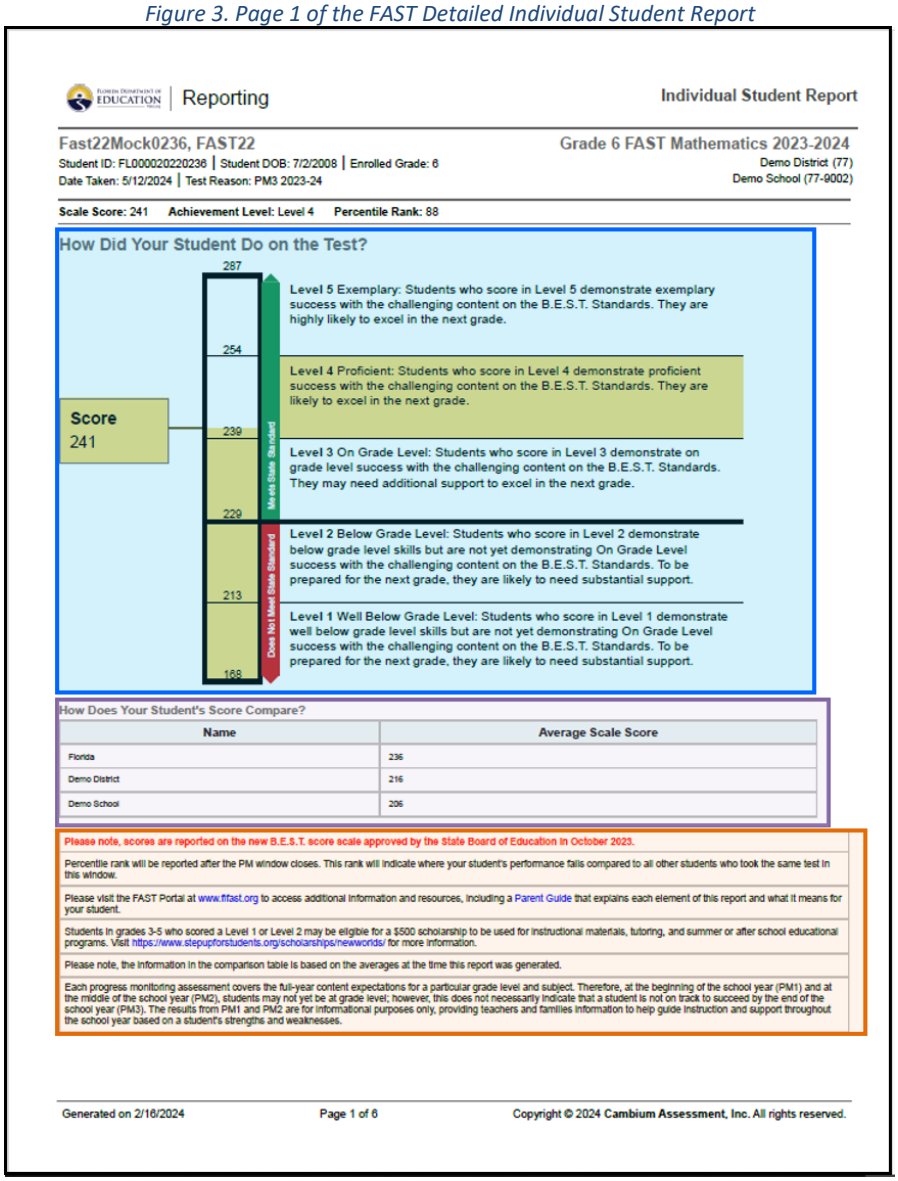
FAST Grades 3–10 ELA Reading and Grades 3–8 Mathematics Detailed ISR

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 parents to see how their 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 3. Page 1 of the FAST Detailed Individual Student Report



Reporting

Individual Student Report

Fast22Mock0236, FAST22

Student ID: FL000020220236 | Student DOB: 7/2/2008 | Enrolled Grade: 6

Date Taken: 5/12/2024 | Test Reason: PM3 2023-24

Grade 6 FAST Mathematics 2023-2024

Demo District (77)

Demo School (77-9002)

Scale Score: 241 **Achievement Level:** Level 4 **Percentile Rank:** 88

How Did Your Student Do on the Test?

287

254

239

229

213

168

Score 241

Meets State Standard

Does Not Meet State Standard

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.

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.

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.

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.

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.

How Does Your Student's Score Compare?

Name	Average Scale Score
Florida	236
Demo District	216
Demo School	206

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

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

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

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

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

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

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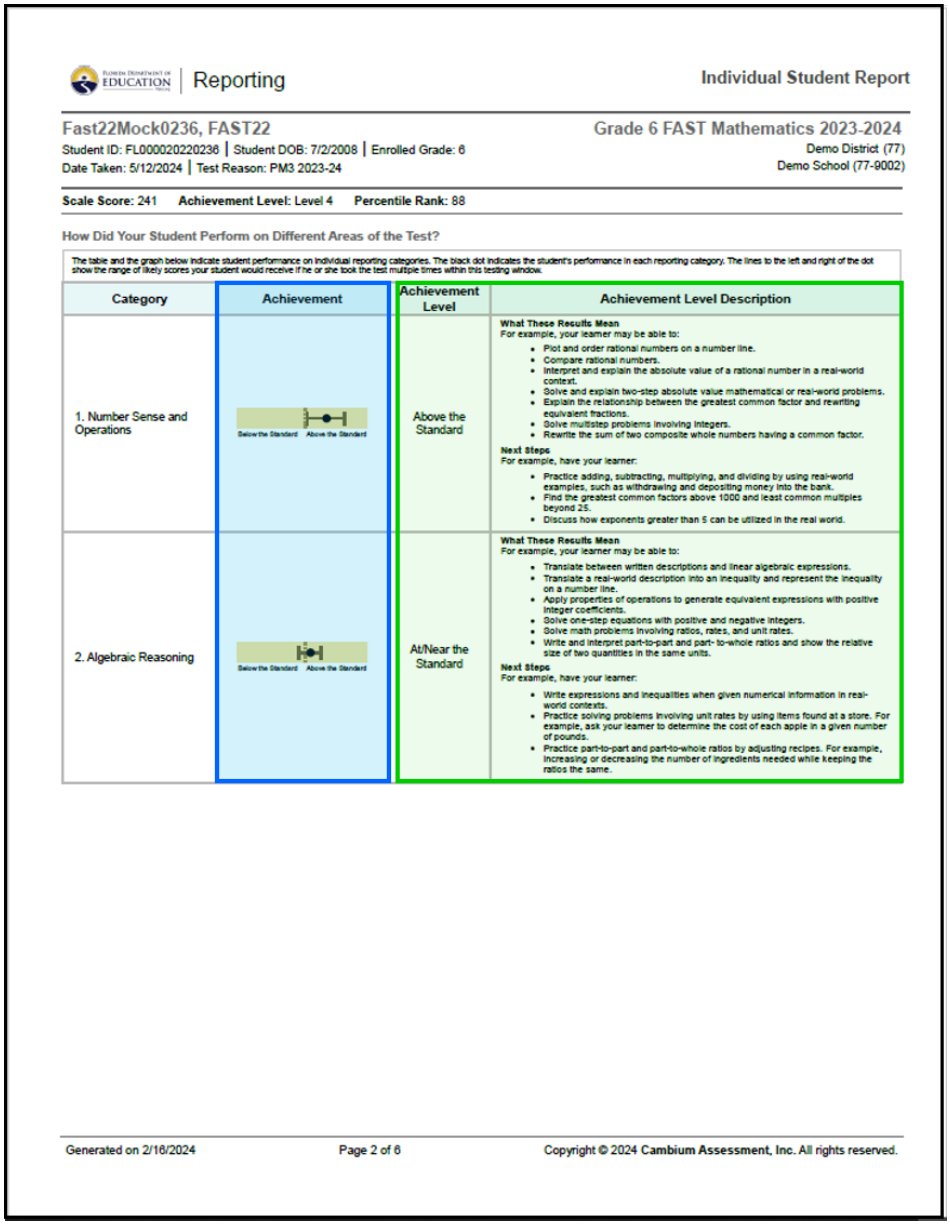
Pages 2 and 3 of the FAST Detailed Individual Student Report

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



Reporting

Individual Student Report

Fast22Mock0236, FAST22

Student ID: FL000020220236 | Student DOB: 7/2/2008 | Enrolled Grade: 6

Date Taken: 5/12/2024 | Test Reason: PM3 2023-24

Grade 6 FAST Mathematics 2023-2024

Demo District (77)

Demo School (77-9002)

Scale Score: 241 **Achievement Level:** Level 4 **Percentile Rank:** 88

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	Below the Standard / Above the Standard	Above the Standard	**What These Results Mean** For example, your learner may be able to: • Plot and order rational numbers on a number line. • Compare rational numbers. • Interpret and explain the absolute value of a rational number in a real-world context. • Solve and explain two-step absolute value mathematical or real-world problems. • Explain the relationship between the greatest common factor and rewriting equivalent fractions. • Solve multistep problems involving integers. • Rewrite the sum of two composite whole numbers having a common factor. **Next Steps** For example, have your learner: • Practice adding, subtracting, multiplying, and dividing by using real-world examples, such as withdrawing and depositing money into the bank. • Find the greatest common factors above 1000 and least common multiples beyond 25. • Discuss how exponents greater than 5 can be utilized in the real world.
2. Algebraic Reasoning	Below the Standard / Above the Standard	At/Near the Standard	**What These Results Mean** For example, your learner may be able to: • Translate between written descriptions and linear algebraic expressions. • Translate a real-world description into an inequality and represent the inequality on a number line. • Apply properties of operations to generate equivalent expressions with positive integer coefficients. • Solve one-step equations with positive and negative integers. • Solve math problems involving ratios, rates, and unit rates. • Write and interpret part-to-part and part- to-whole ratios and show the relative size of two quantities in the same units. **Next Steps** For example, have your learner: • Write expressions and inequalities when given numerical information in real-world contexts. • Practice solving problems involving unit rates by using items found at a store. For example, ask your learner to determine the cost of each apple in a given number of pounds. • Practice part-to-part and part-to-whole ratios by adjusting recipes. For example, increasing or decreasing the number of ingredients needed while keeping the ratios the same.

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Page 4 of the FAST Detailed Individual Student Report

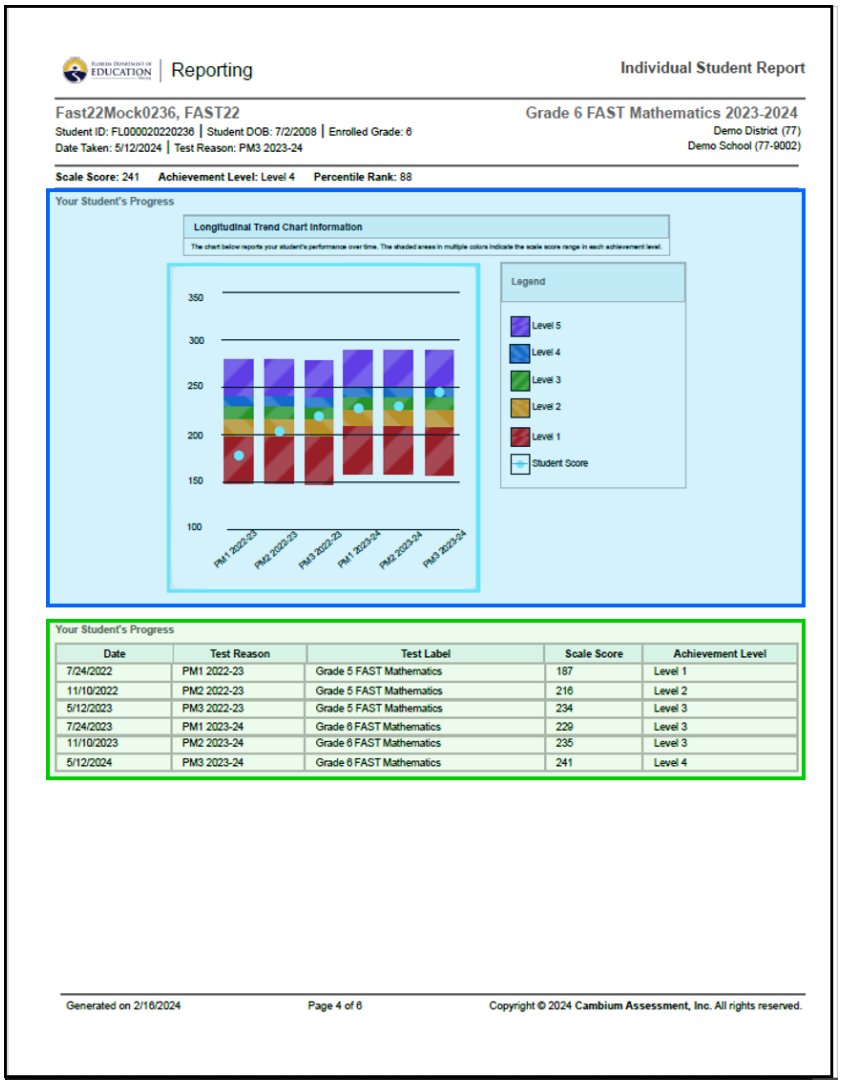
The fourth page of the ISR contains additional information that will be more meaningful once a student has participated in more than one PM window.

- **Longitudinal Trend Chart**: The **blue**-shaded area displays the student's achievement level over time. The bottom of the chart indicates the PM window in which the student took each test, allowing the user to compare the student's performance between administrations.

> **Note:** This will show the previous and current school year. The current school year data illustrates how student performance may have changed from PM1 to PM3, while the previous school year scores allow users to see comparisons across years.

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



More information on achievement levels and reporting categories can be found on pages 4-7 of this guide.

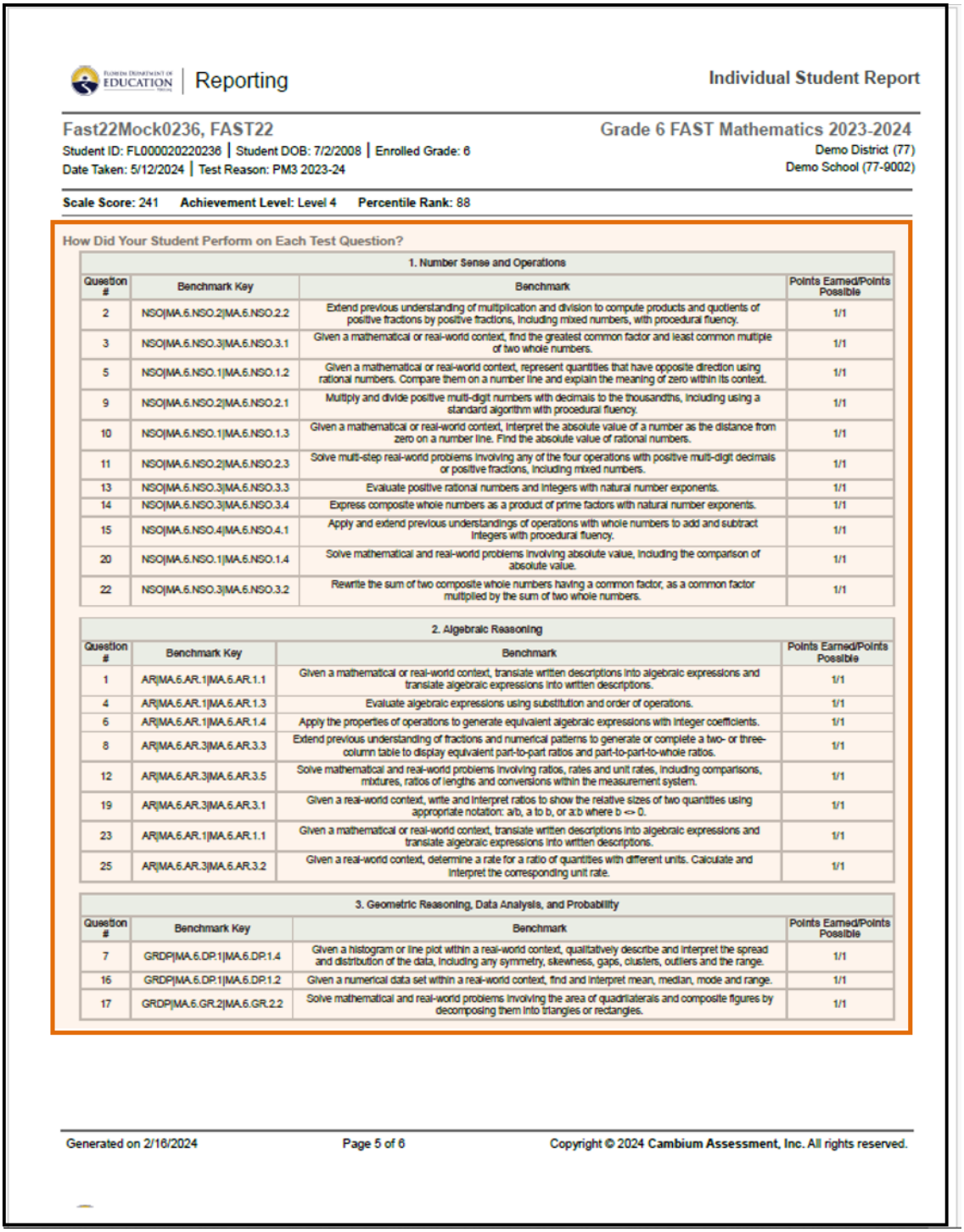
Page 5 onwards of the FAST Detailed Individual Student Report

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 6. Page 5 onwards of the FAST Detailed Individual Student Report



Reporting — Individual Student Report

Fast22Mock0236, FAST22 — Grade 6 FAST Mathematics 2023-2024

Student ID: FL000020220236 | Student DOB: 7/2/2008 | Enrolled Grade: 6

Date Taken: 5/12/2024 | Test Reason: PM3 2023-24

Demo District (77)

Demo School (77-9002)

Scale Score: 241 **Achievement Level: Level 4** **Percentile Rank: 88**

How Did Your Student Perform on Each Test Question?

1. Number Sense and Operations

Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
2	NSO|MA.6.NSO.2|MA.6.NSO.2.2	Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.	1/1
3	NSO|MA.6.NSO.3|MA.6.NSO.3.1	Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.	1/1
5	NSO|MA.6.NSO.1|MA.6.NSO.1.2	Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.	1/1
9	NSO|MA.6.NSO.2|MA.6.NSO.2.1	Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	1/1
10	NSO|MA.6.NSO.1|MA.6.NSO.1.3	Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.	1/1
11	NSO|MA.6.NSO.2|MA.6.NSO.2.3	Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.	1/1
13	NSO|MA.6.NSO.3|MA.6.NSO.3.3	Evaluate positive rational numbers and integers with natural number exponents.	1/1
14	NSO|MA.6.NSO.3|MA.6.NSO.3.4	Express composite whole numbers as a product of prime factors with natural number exponents.	1/1
15	NSO|MA.6.NSO.4|MA.6.NSO.4.1	Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.	1/1
20	NSO|MA.6.NSO.1|MA.6.NSO.1.4	Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.	1/1
22	NSO|MA.6.NSO.3|MA.6.NSO.3.2	Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.	1/1

2. Algebraic Reasoning

Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
1	AR|MA.6.AR.1|MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	1/1
4	AR|MA.6.AR.1|MA.6.AR.1.3	Evaluate algebraic expressions using substitution and order of operations.	1/1
6	AR|MA.6.AR.1|MA.6.AR.1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	1/1
8	AR|MA.6.AR.3|MA.6.AR.3.3	Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.	1/1
12	AR|MA.6.AR.3|MA.6.AR.3.5	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the measurement system.	1/1
19	AR|MA.6.AR.3|MA.6.AR.3.1	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: a/b, a to b, or a:b where b <> 0.	1/1
23	AR|MA.6.AR.1|MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	1/1
25	AR|MA.6.AR.3|MA.6.AR.3.2	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.	1/1

3. Geometric Reasoning, Data Analysis, and Probability

Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
7	GRDP|MA.6.DP.1|MA.6.DP.1.4	Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.	1/1
16	GRDP|MA.6.DP.1|MA.6.DP.1.2	Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.	1/1
17	GRDP|MA.6.GR.2|MA.6.GR.2.2	Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.	1/1

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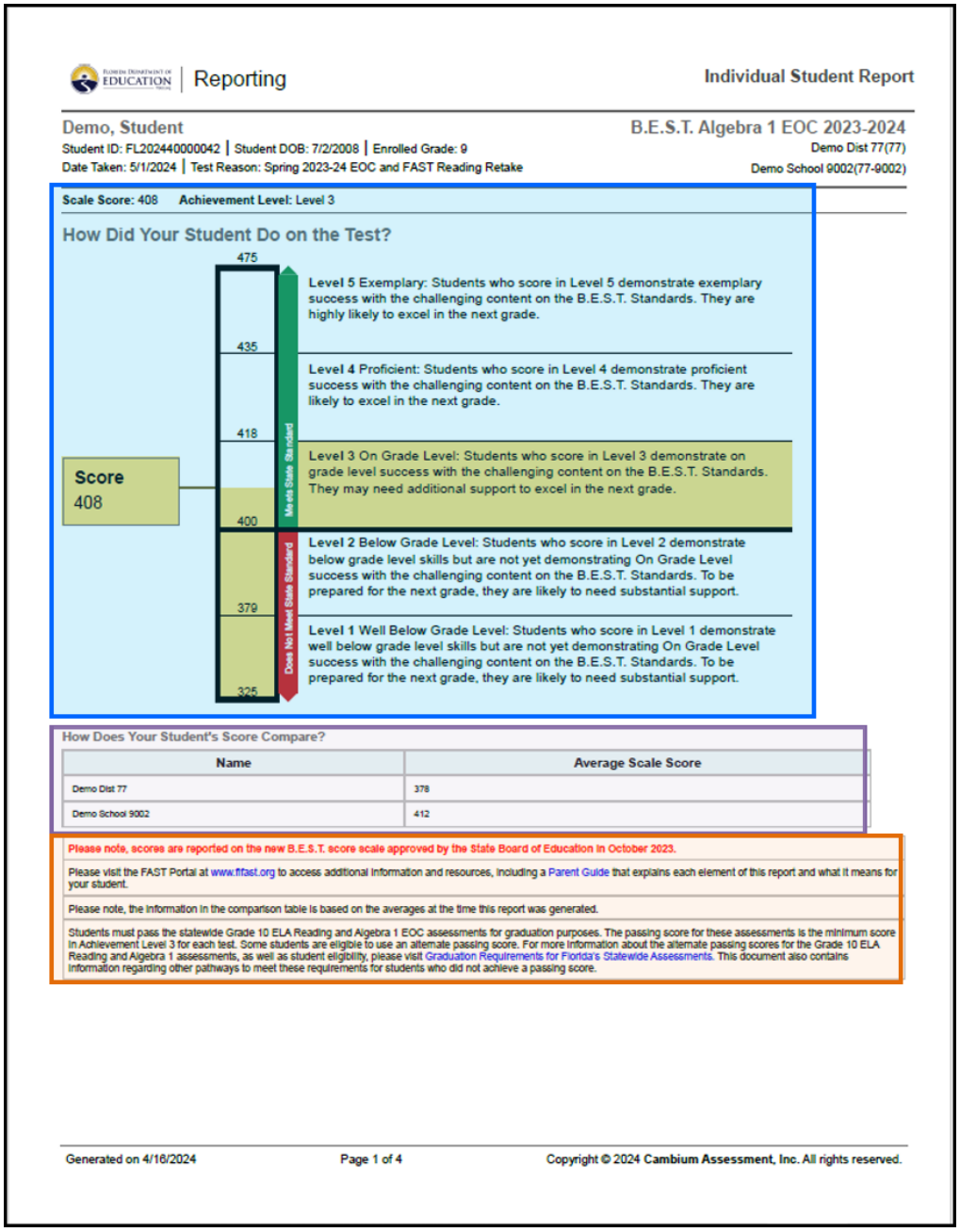
FAST ELA Reading Retake and B.E.S.T. EOC Detailed Individual Student Report

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 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 parents to see how their 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 7. Page 1 of the B.E.S.T. EOC Detailed Individual Student Report

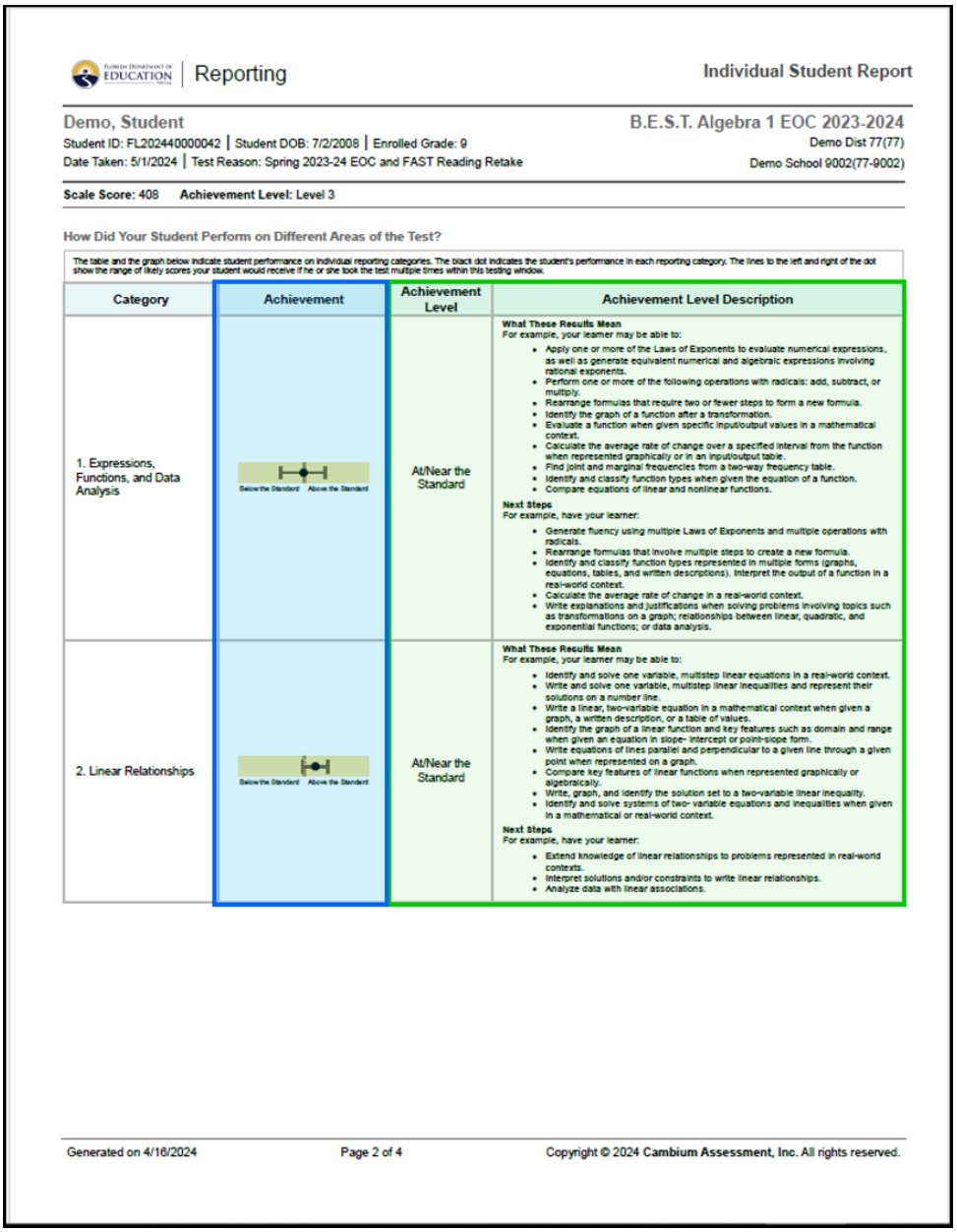


Pages 2 and 3 of the FAST ELA Reading Retake and B.E.S.T. EOC Detailed Individual Student Report

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



Reporting

Individual Student Report

Demo, Student

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

Student ID: FL202440000042 | Student DOB: 7/2/2008 | Enrolled Grade: 9

Demo Dist 77(77)

Date Taken: 5/1/2024 | Test Reason: Spring 2023-24 EOC and FAST Reading Retake

Demo School 9002(77-9002)

Scale Score: 408 **Achievement Level:** Level 3

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. Expressions, Functions, and Data Analysis	Below the Standard / Above the Standard	At/Near the Standard	**What These Results Mean** For example, your learner may be able to: • Apply one or more of the Laws of Exponents to evaluate numerical expressions, as well as generate equivalent numerical and algebraic expressions involving rational exponents. • Perform one or more of the following operations with radicals: add, subtract, or multiply. • Rearrange formulas that require two or fewer steps to form a new formula. • Identify the graph of a function after a transformation. • Evaluate a function when given specific input/output values in a mathematical context. • Calculate the average rate of change over a specified interval from the function when represented graphically or in an input/output table. • Find joint and marginal frequencies from a two-way frequency table. • Identify and classify function types when given the equation of a function. • Compare equations of linear and nonlinear functions. **Next Steps** For example, have your learner: • Generate fluency using multiple Laws of Exponents and multiple operations with radicals. • Rearrange formulas that involve multiple steps to create a new formula. • Identify and classify function types represented in multiple forms (graphs, equations, tables, and written descriptions). Interpret the output of a function in a real-world context. • Calculate the average rate of change in a real-world context. • Write explanations and justifications when solving problems involving topics such as transformations on a graph; relationships between linear, quadratic, and exponential functions; or data analysis.
2. Linear Relationships	Below the Standard / Above the Standard	At/Near the Standard	**What These Results Mean** For example, your learner may be able to: • Identify and solve one variable, multistep linear equations in a real-world context. • Write and solve one variable, multistep linear inequalities and represent their solutions on a number line. • Write a linear, two-variable equation in a mathematical context when given a graph, a written description, or a table of values. • Identify the graph of a linear function and key features such as domain and range when given an equation in slope- intercept or point-slope form. • Write equations of lines parallel and perpendicular to a given line through a given point when represented on a graph. • Compare key features of linear functions when represented graphically or algebraically. • Write, graph, and identify the solution set to a two-variable linear inequality. • Identify and solve systems of two- variable equations and inequalities when given in a mathematical or real-world context. **Next Steps** For example, have your learner: • Extend knowledge of linear relationships to problems represented in real-world contexts. • Interpret solutions and/or constraints to write linear relationships. • Analyze data with linear associations.

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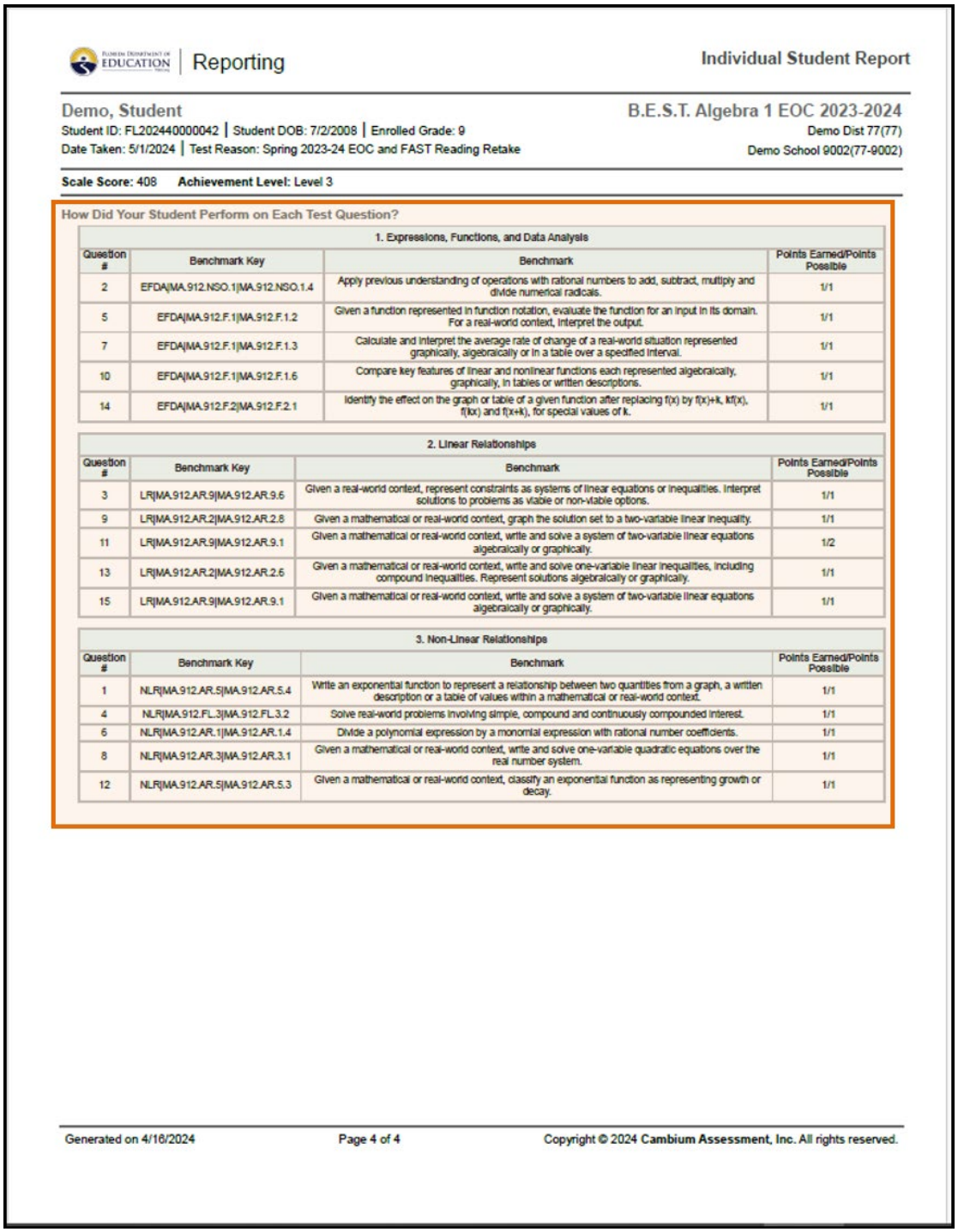
Page 4 onwards of the FAST ELA Reading Retake and B.E.S.T. EOC Detailed Individual Student Report

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 9. Page 4 onwards of the B.E.S.T. EOC Detailed Individual Student Report



Reporting

Individual Student Report

Demo, Student

Student ID: FL202440000042 | Student DOB: 7/2/2008 | Enrolled Grade: 9

Date Taken: 5/1/2024 | Test Reason: Spring 2023-24 EOC and FAST Reading Retake

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

Demo Dist 77(77)

Demo School 9002(77-9002)

Scale Score: 408 **Achievement Level:** Level 3

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.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
5	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
7	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
10	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
14	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

2. Linear Relationships

Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
3	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
9	LR|MA.912.AR.2|MA.912.AR.2.8	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	1/1
11	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.	1/2
13	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
15	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

3. Non-Linear Relationships

Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
1	NLR|MA.912.AR.5|MA.912.AR.5.4	Write an exponential function to represent a relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	1/1
4	NLR|MA.912.FL.3|MA.912.FL.3.2	Solve real-world problems involving simple, compound and continuously compounded interest.	1/1
6	NLR|MA.912.AR.1|MA.912.AR.1.4	Divide a polynomial expression by a monomial expression with rational number coefficients.	1/1
8	NLR|MA.912.AR.3|MA.912.AR.3.1	Given a mathematical or real-world context, write and solve one-variable quadratic equations over the real number system.	1/1
12	NLR|MA.912.AR.5|MA.912.AR.5.3	Given a mathematical or real-world context, classify an exponential function as representing growth or decay.	1/1

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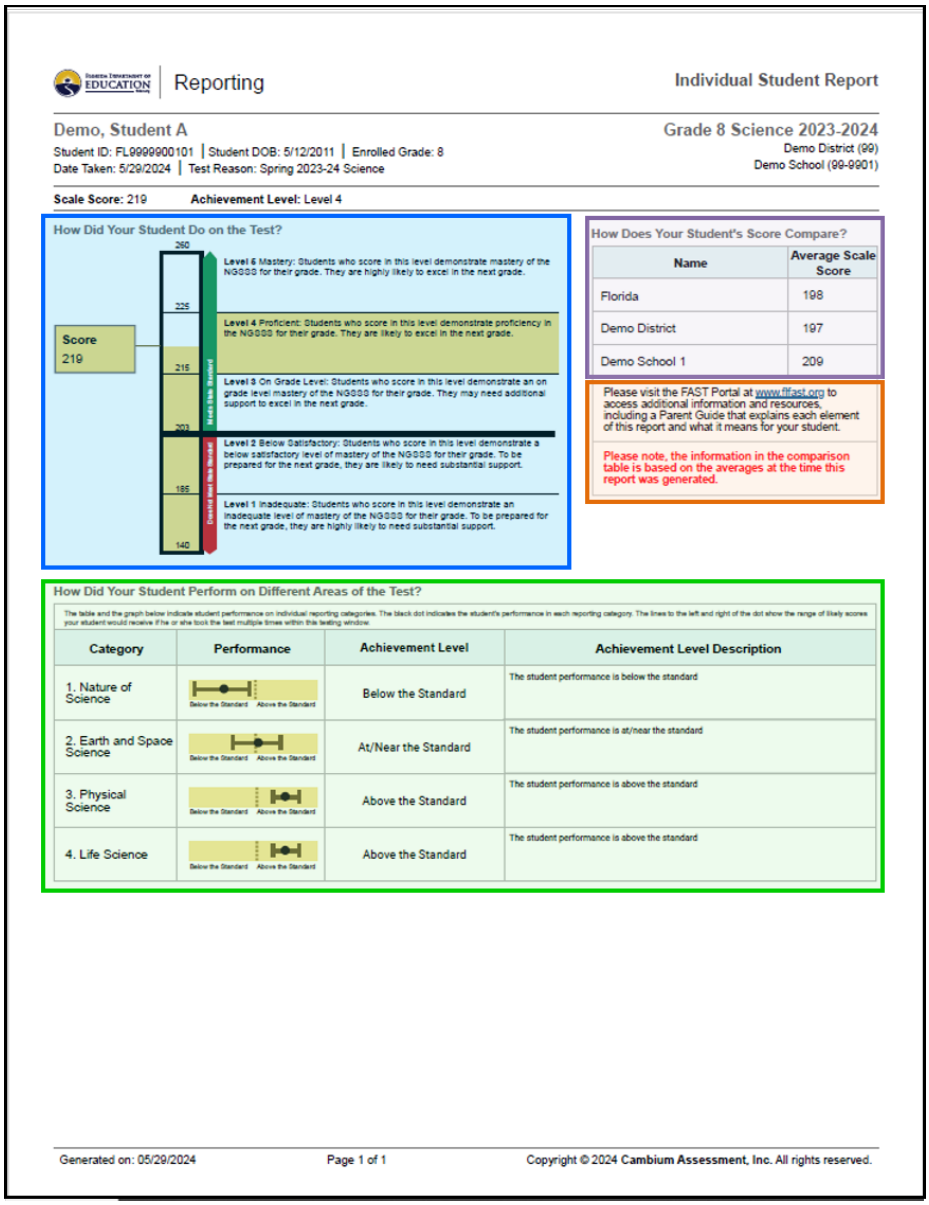
Science and Social Studies Detailed Individual Student Report

Page 1 Science and Social Studies 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 parents to see how their 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 10. Page 1 of the Science Detailed Individual Student Report



Reporting

Individual Student Report

Demo, Student A

Student ID: FL9999900101 | Student DOB: 5/12/2011 | Enrolled Grade: 8

Date Taken: 5/29/2024 | Test Reason: Spring 2023-24 Science

Grade 8 Science 2023-2024

Demo District (99)

Demo School (99-9901)

Scale Score: 219 **Achievement Level:** Level 4

How Did Your Student Do on the Test?

Score 219

260

225

216

203

186

140

Level 5 Mastery: Students who score in this level demonstrate mastery of the NGSSS for their grade. They are highly likely to excel in the next grade.

Level 4 Proficient: Students who score in this level demonstrate proficiency in the NGSSS for their grade. They are likely to excel in the next grade.

Level 3 On Grade Level: Students who score in this level demonstrate an on grade level mastery of the NGSSS for their grade. They may need additional support to excel in the next grade.

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

Level 1 Inadequate: Students who score in this level demonstrate an inadequate level of mastery of the NGSSS 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	198
Demo District	197
Demo School 1	209

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?

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	Performance	Achievement Level	Achievement Level Description
1. Nature of Science	Below the Standard / Above the Standard	Below the Standard	The student performance is below the standard
2. Earth and Space Science	Below the Standard / Above the Standard	At/Near the Standard	The student performance is at/near the standard
3. Physical Science	Below the Standard / Above the Standard	Above the Standard	The student performance is above the standard
4. Life Science	Below the Standard / Above the Standard	Above the Standard	The student performance is above the standard

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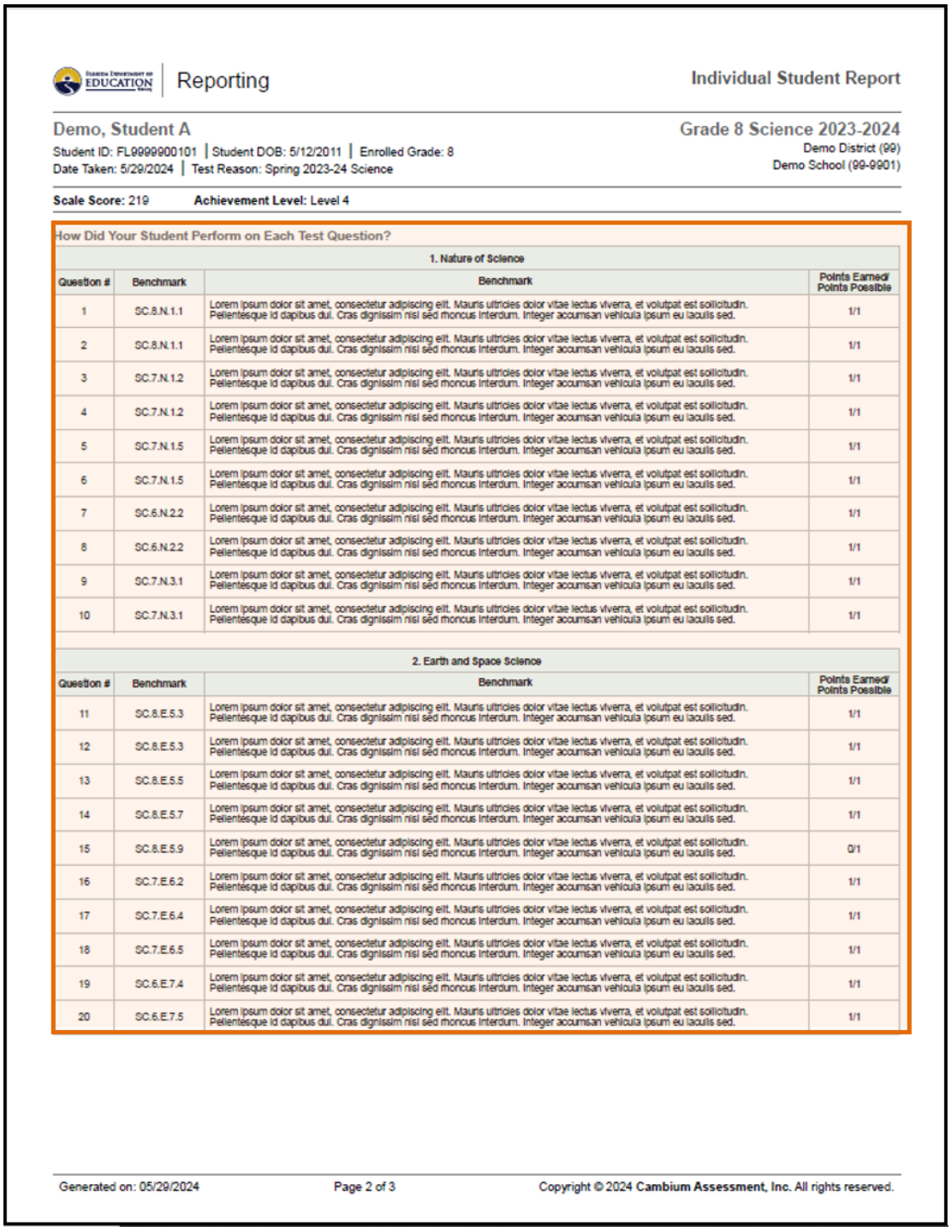
Page 2 onwards of the Science and Social Studies Detailed Individual Student Report

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

Note: Field test items are not included.

Figure 11. Page 2 onwards of the Science Detailed Individual Student Report



Reporting — Individual Student Report

Demo, Student A — Grade 8 Science 2023-2024

Student ID: FL9999900101 | Student DOB: 5/12/2011 | Enrolled Grade: 8

Date Taken: 5/29/2024 | Test Reason: Spring 2023-24 Science

Demo District (99)

Demo School (99-9901)

Scale Score: 219 **Achievement Level:** Level 4

How Did Your Student Perform on Each Test Question?

1. Nature of Science

Question #	Benchmark	Benchmark	Points Earned/ Points Possible
1	SC.8.N.1.1	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
2	SC.8.N.1.1	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
3	SC.7.N.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 nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
4	SC.7.N.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 nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
5	SC.7.N.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 nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
6	SC.7.N.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 nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
7	SC.6.N.2.2	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
8	SC.6.N.2.2	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
9	SC.7.N.3.1	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
10	SC.7.N.3.1	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1

2. Earth and Space Science

Question #	Benchmark	Benchmark	Points Earned/ Points Possible
11	SC.8.E.5.3	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
12	SC.8.E.5.3	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
13	SC.8.E.5.5	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
14	SC.8.E.5.7	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
15	SC.8.E.5.9	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	0/1
16	SC.7.E.6.2	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
17	SC.7.E.6.4	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
18	SC.7.E.6.5	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
19	SC.6.E.7.4	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1
20	SC.6.E.7.5	Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris ultricies dolor vitae lectus viverra, et volutpat est sollicitudin. Pellentesque id dapibus dui. Cras dignissim nisi sed moncus interdum. Integer acumsan vehicula ipsum eu iaculis sed.	1/1

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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, the Science test design summaries and blueprints, or the Social Studies test design summaries and blueprints.

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 B.E.S.T. 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

Science Reporting Categories

Science assessments measure student performance on the State Academic Standards for Science. The Science tests assess what students know and can do in the broad reporting categories listed below. The difficulty of the concepts assessed on the Grades 5 & 8 Science tests progresses systematically from grade to grade, as does the complexity of the concepts included at both grade levels.

Grades 5 & 8

1. Nature of Science
2. Earth and Space Science
3. Physical Science
4. Life Science

Biology 1 EOC

1. Molecular and Cellular Biology
2. Classification, Heredity, and Evolution
3. Organism, Populations, and Ecosystems

Social Studies Reporting Categories

Social Studies assessments measure student performance on the State Academic Standards for Social Studies. The Social Studies tests assess what students know and can do in the broad reporting categories listed below.

Civics EOC

1. Origins and Purposes of Law and Government
2. Roles, Rights, and Responsibilities of Citizens
3. Government Policies and Political Processes
4. Organization and Function of Government

U.S. History EOC

1. Late Nineteenth and Early Twentieth Century, 1860–1910
2. Global Military, Political, and Economic Challenges, 1890–1940
3. The United States and the Defense of the International Peace, 1940–present

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 the student's current 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
FAST and B.E.S.T. 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
Glossary	Added Alternate Passing Score definition.	11/29/23
Appendix	Added appendix to address FSA scale scores and achievement levels.	11/29/23
Throughout Guide	Updated screenshots where necessary.	4/29/24
Throughout Guide	Added references to new tests.	4/29/24
Science and Social Studies Detailed Individual Student Report	Added new section.	4/29/24
New for the 2023–2024 School Year	Updated Reporting Category URLs	5/22/24

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