Understanding FAST and B.E.S.T. Reports for Families

With New Cut Scores and Achievement Levels

November 2023
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 the FAST program 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, 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 linked to the 2021–2022 FSA reporting scale.

Please see 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.

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

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

The dates for each PM window can be found in the 2023–24 Statewide Assessment Schedule.

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

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

Testing Format
The FAST grades 3–10 ELA Reading, FAST grades 3–8 Mathematics, FAST ELA Reading Retake, and B.E.S.T. Algebra 1 and Geometry EOC assessments are computer-adaptive tests (CATs). Sample items may be accessed through the Sample Test Materials area of the FAST Portal.
Paper-based accommodated test forms will be provided for students who have a paper-based accommodation listed on their IEP or Section 504 Plan. Accommodated paper-based forms include regular print, large print, braille, and one-item-per-page. Computer-based accommodations include answer masking and text-to-speech (TTS).

**FAST and B.E.S.T. EOC Scores**
The FAST ELA Reading, FAST Mathematics, FAST ELA Reading Retake, and B.E.S.T. EOC results are reported at the student, teacher, school, district, and state levels.

The following provides information for grades FAST 3–10 ELA Reading, FAST ELA Reading Retake, FAST grades 3–8 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 for the score on the B.E.S.T. scale.
- Students will also receive reporting category scale scores and achievement levels by reporting categories.
- Teachers will see results, by benchmark, at the student and roster level. This information can help teachers identify areas where a student may need additional support.
- Percentile ranks will be reported after each PM window closes for FAST assessments.
- Comparisons at the school, district, and state levels will be provided.

*Note: If your 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 your 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 your 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, 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 13). Achievement levels describe a student’s success with the content assessed. As required by state law, achievement levels range from 1 to 5, with Level 1 as the lowest and Level 5 as the highest. For all assessments, Level 3 indicates on grade level performance.
PM1 and PM2 Scores
Each progress monitoring test covers the full “test blueprint,” meaning that all content expectations for that subject and grade level are assessed. Therefore, for PM1 and PM2, your student may not yet be at grade level; however, this does not necessarily indicate that a student is not on track to succeed. It is important for teachers and families to understand that score information is intended to provide baseline and mid-year results for PM1 and PM2, respectively. These results are for informational purposes only and should be used to identify areas that may need additional instruction and support. These results should not be considered student achievement designations.

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

Family Portal
The results for FAST ELA Reading, FAST Mathematics, FAST ELA Reading Retake, and B.E.S.T. EOC assessments are available in the Family Portal (Figure 1). You can access your student’s FAST ELA Reading, FAST Mathematics, FAST ELA Reading Retake, and B.E.S.T. EOC results in the portal using login information provided by your student’s school. You will need your student’s six-digit access code (provided by the school), date of birth, and first name, as it appears on school records. You will be able to see and print your student’s scale score, achievement level, and a bar graph indicating the student’s scale score and where it falls in the achievement level. Your student’s percentile rank is also available for FAST assessments. A sample is shown below. The PDF version of the student’s Individual Student Report (ISR) may also be downloaded when available.

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

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

Your student’s teacher has access to this report. They may use it to see how your student performed on each individual benchmark assessed and to identify potential strengths and/or weaknesses that can help focus instruction.
**Simple Individual Student Report**

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

**The FAST Simple Individual Student Report**

The top of the ISR contains student, school, and district information and the grade level and 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 2. 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 Reading and Grades 3–8 Mathematics Detailed ISR

The top of the Individual Student Report contains student, school, and district information, as well as the grade-level and subject test the student took. The example shown 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 3. Page 1 of the FAST Detailed Individual Student Report*
The second and third pages of the student report 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 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*
Page 4 of the FAST Detailed Individual Student Report

The fourth page of the student report 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 a student’s achievement level over time. The bottom of the chart indicates the date when the student took each test so you can compare performance between PM1, PM2, and PM3.
  
  **Note:** This will show the current school year only.

- **Progress Table:** The green-shaded area contains the same information as the trend chart in a table that 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 14–16 of this guide.
Page 5 Onwards of the FAST Detailed Individual Student Report

The fifth and remaining pages of the student report 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.

![Figure 6. Page 5 Onwards of the FAST Detailed Individual Student Report](image)

### A. Number Sense and Operations with Whole Numbers

<table>
<thead>
<tr>
<th>Question</th>
<th>Benchmark Key</th>
<th>Benchmark</th>
<th>Points Earned/Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>MA.5.NSO.2.2</td>
<td>Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.</td>
<td>1/1</td>
</tr>
<tr>
<td>12</td>
<td>MA.5.NSO.2.1</td>
<td>Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</td>
<td>2/2</td>
</tr>
<tr>
<td>14</td>
<td>MA.5.NSO.1.2</td>
<td>Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.</td>
<td>1/1</td>
</tr>
<tr>
<td>15</td>
<td>MA.5.NSO.1.5</td>
<td>Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.</td>
<td>1/1</td>
</tr>
<tr>
<td>16</td>
<td>MA.5.NSO.1.4</td>
<td>Plot, order and compare multi-digit numbers with decimals up to the thousandths.</td>
<td>1/1</td>
</tr>
<tr>
<td>17</td>
<td>MA.5.NSO.2.1</td>
<td>Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.</td>
<td>1/1</td>
</tr>
<tr>
<td>25</td>
<td>MA.5.NSO.1.1</td>
<td>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 right or left.</td>
<td>1/1</td>
</tr>
</tbody>
</table>

### B. Number Sense and Operations with Fractions and Decimals

<table>
<thead>
<tr>
<th>Question</th>
<th>Benchmark Key</th>
<th>Benchmark</th>
<th>Points Earned/Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MA.5.FR.1.1</td>
<td>Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.</td>
<td>1/1</td>
</tr>
<tr>
<td>3</td>
<td>MA.5.FR.2.1</td>
<td>Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.</td>
<td>1/1</td>
</tr>
<tr>
<td>6</td>
<td>MA.5.FR.1.3</td>
<td>Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.</td>
<td>1/1</td>
</tr>
<tr>
<td>13</td>
<td>MA.5.FR.2.4</td>
<td>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.</td>
<td>1/1</td>
</tr>
<tr>
<td>20</td>
<td>MA.5.FR.2.5</td>
<td>Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.</td>
<td>1/1</td>
</tr>
<tr>
<td>22</td>
<td>MA.5.FR.2.3</td>
<td>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.</td>
<td>1/1</td>
</tr>
</tbody>
</table>

### C. Algebraic Reasoning

<table>
<thead>
<tr>
<th>Question</th>
<th>Benchmark Key</th>
<th>Benchmark</th>
<th>Points Earned/Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>MA.5.AR.1.1</td>
<td>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.</td>
<td>1/1</td>
</tr>
<tr>
<td>9</td>
<td>MA.5.AR.1.1</td>
<td>Evaluate multi-step numerical expressions using order of operations.</td>
<td>1/1</td>
</tr>
<tr>
<td>18</td>
<td>MA.5.AR.3.2</td>
<td>Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.</td>
<td>1/1</td>
</tr>
<tr>
<td>19</td>
<td>MA.5.AR.1.1</td>
<td>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.</td>
<td>2/2</td>
</tr>
<tr>
<td>23</td>
<td>MA.5.AR.3.2</td>
<td>Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.</td>
<td>1/1</td>
</tr>
<tr>
<td>24</td>
<td>MA.5.AR.1.1</td>
<td>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.</td>
<td>1/1</td>
</tr>
</tbody>
</table>
The top of the Individual Student Report contains student, school, and district information, as well as the grade-level and subject assessment the student took. The example shown in the following graphic is for a B.E.S.T. Algebra 1 EOC test:

- **Score information**: The blue-shaded area displays the student’s scale score, achievement level, and a chart indicating the student’s scale score and where it falls in the achievement level.

- **Score comparison**: The purple-shaded area allows you to see how your student’s scale score compares with their peers at the school, district, and state level. This information is generated when the report is created, therefore, the data will change throughout the test window.

- **Notes for families**: The orange-shaded area contains important notes for families. This information may change between administrations and subjects.

*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*
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.

Figure 9. Page 4 Onwards of the B.E.S.T. EOC Detailed Individual Student Report
Achievement Levels

The images below describe each level and provide the scale score ranges for each level by grade level and subject tested on the new B.E.S.T. scale. Achievement levels range from Level 1 to Level 5. For all assessments, Level 3 indicates on grade level performance. 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

Scale Score Ranges for Each Achievement Level

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3 ELA Reading</td>
<td>140–185</td>
<td>186–200</td>
<td>201–212</td>
<td>213–224</td>
<td>225–260</td>
</tr>
<tr>
<td>Grade 4 ELA Reading</td>
<td>154–198</td>
<td>199–212</td>
<td>213–223</td>
<td>224–236</td>
<td>237–270</td>
</tr>
<tr>
<td>Grade 5 ELA Reading</td>
<td>160–205</td>
<td>206–221</td>
<td>222–231</td>
<td>232–245</td>
<td>246–279</td>
</tr>
<tr>
<td>Grade 6 ELA Reading</td>
<td>161–208</td>
<td>209–224</td>
<td>225–236</td>
<td>237–249</td>
<td>250–284</td>
</tr>
<tr>
<td>Grade 8 ELA Reading</td>
<td>169–219</td>
<td>220–237</td>
<td>238–250</td>
<td>251–261</td>
<td>262–300</td>
</tr>
<tr>
<td>Grade 9 ELA Reading</td>
<td>174–223</td>
<td>224–241</td>
<td>242–253</td>
<td>254–266</td>
<td>267–303</td>
</tr>
<tr>
<td>Grade 10 ELA Reading</td>
<td>179–229</td>
<td>230–246</td>
<td>247–257</td>
<td>258–270</td>
<td>271–308</td>
</tr>
<tr>
<td>Grade 6 Mathematics</td>
<td>168–212</td>
<td>213–228</td>
<td>229–238</td>
<td>239–253</td>
<td>254–287</td>
</tr>
</tbody>
</table>
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.

Reporting Categories
The content of each assessment is organized by Reporting Category. Reporting categories group the assessed student knowledge and skills into broad content areas. Each reporting category represents groups of similar skills, or benchmarks, that are assessed within each grade and subject. The Individual Student Report contains student performance information for each reporting category.
Definitions for each reporting category for each of the assessments are provided below. For a full list of the benchmarks associated with each reporting category, please see the FAST test design summaries and blueprints on the FAST portal.

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

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

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

Grade 3
1. 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 or higher is considered on grade level mastery and is the 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 can do.

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

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

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

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

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

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

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

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

Standard Setting—Standard setting is the process of selecting cut scores on an assessment. A cut score is the score that defines the minimum performance required for a particular level of achievement on an assessment.
### FSA Scale Score Ranges for Each Achievement Level

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<td>Cover Page</td>
<td>Modified title to address new cut scores and achievement levels.</td>
<td>11/30/23</td>
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<td>Introduction</td>
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<td>11/30/23</td>
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<td>Achievement Levels</td>
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