



FLORIDA DEPARTMENT OF
EDUCATION
fdoe.org

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

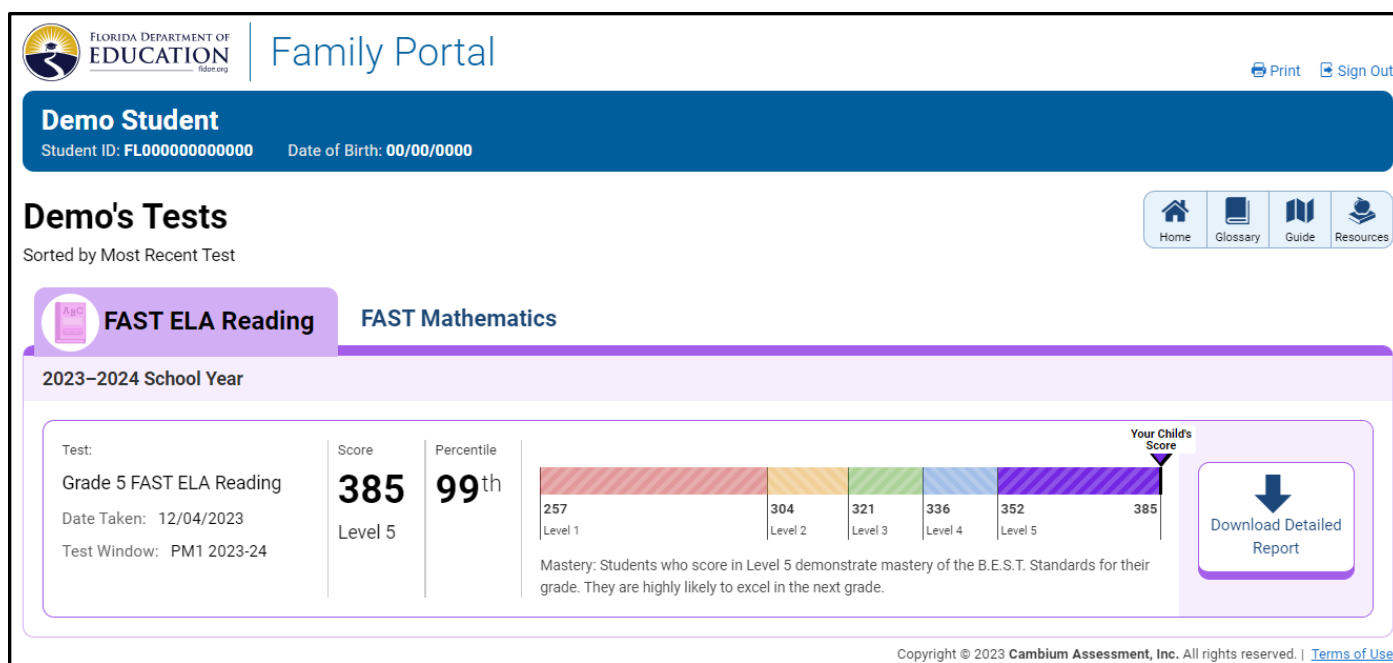
PM3 provides a summative score at the end of the year to measure student mastery of the grade-level content standards. The PM3 student report shows a student’s performance for all three windows for comparison, if the student participated in each PM opportunity.

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

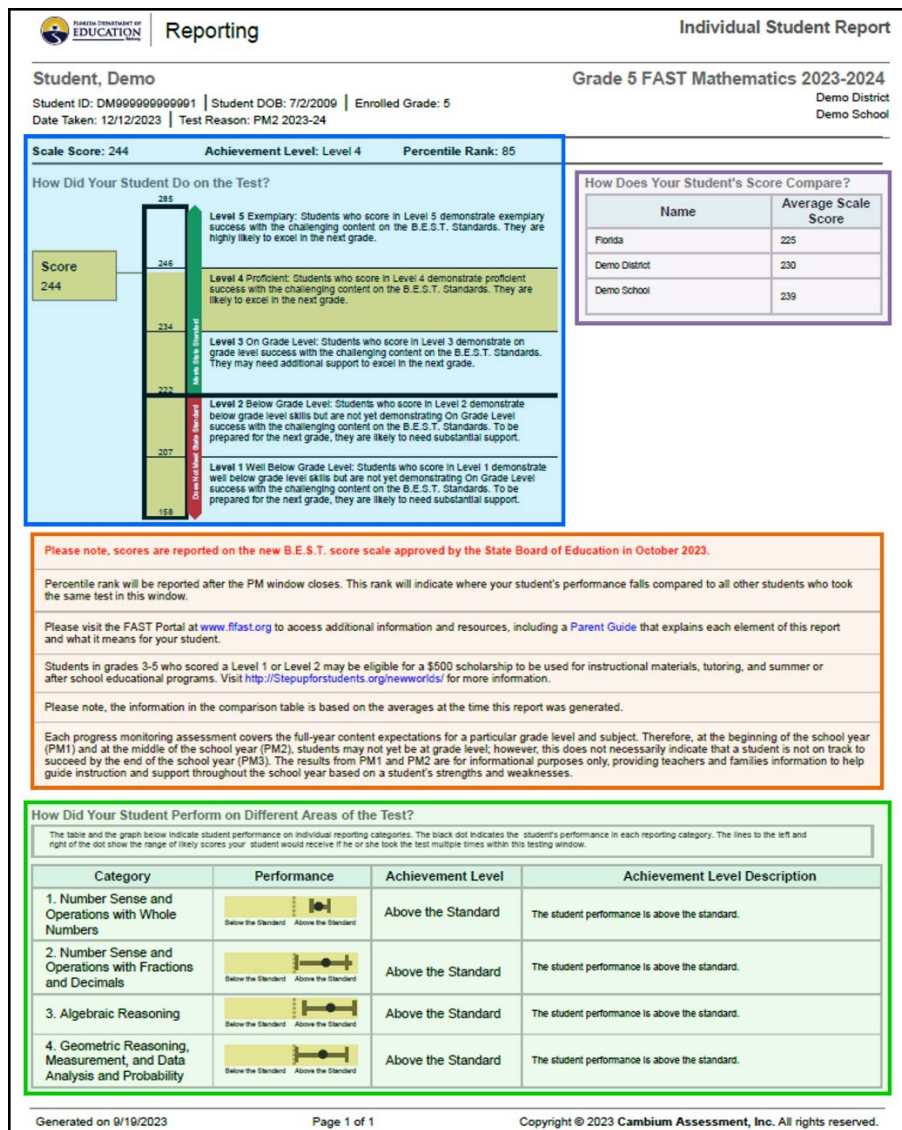
A simple student report is a one-page report that provides a summarized overview of a student's performance. The simple ISR is the same for all subjects and may be created by teachers.

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

Page 1 of the FAST Detailed Individual Student Report

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


Reporting
Individual Student Report

Student, Demo

Student ID: DM999999999991 | Student DOB: 7/2/2009 | Enrolled Grade: 5
Date Taken: 12/12/2023 | Test Reason: PM2 2023-24

Grade 5 FAST Mathematics 2023-2024

Demo District
Demo School

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

How Did Your Student Do on the Test?

Score 244	285	Level 5 Exemplary: Students who score in Level 5 demonstrate exemplary success with the challenging content on the B.E.S.T. Standards. They are highly likely to excel in the next grade.
	246	Level 4 Proficient: Students who score in Level 4 demonstrate proficient success with the challenging content on the B.E.S.T. Standards. They are likely to excel in the next grade.
	234	Level 3 On Grade Level: Students who score in Level 3 demonstrate on grade level success with the challenging content on the B.E.S.T. Standards. They may need additional support to excel in the next grade.
	222	Level 2 Below Grade Level: Students who score in Level 2 demonstrate below grade level skills but are not yet demonstrating On Grade Level success with the challenging content on the B.E.S.T. Standards. To be prepared for the next grade, they are likely to need substantial support.
	207	Level 1 Well Below Grade Level: Students who score in Level 1 demonstrate well below grade level skills but are not yet demonstrating On Grade Level success with the challenging content on the B.E.S.T. Standards. To be prepared for the next grade, they are likely to need substantial support.
	158	

How Does Your Student's Score Compare?

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

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

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

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

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

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

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

Pages 2 and 3 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

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

Page 4 of the FAST Detailed Individual Student Report

The fourth page of the 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.

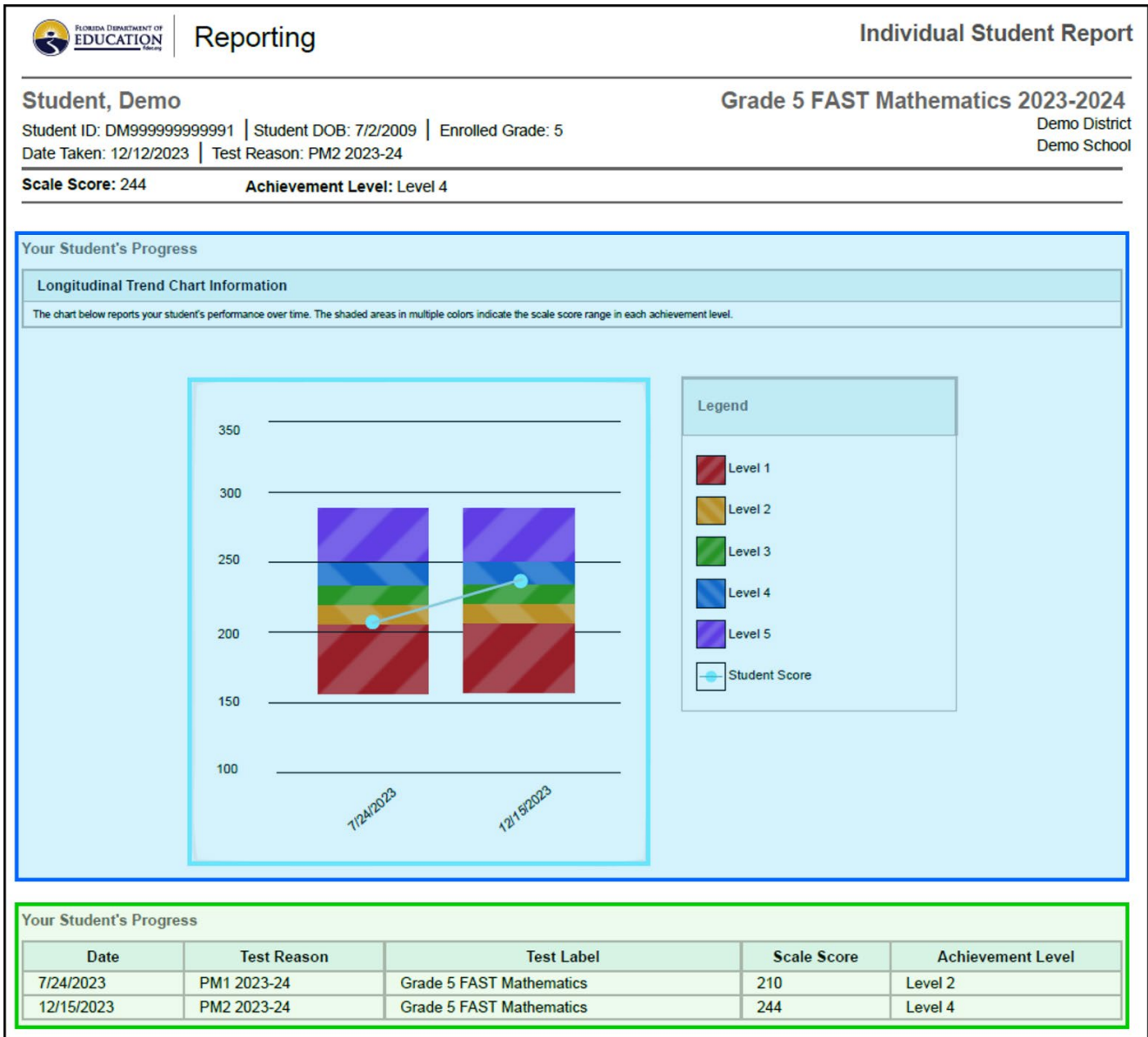
- **Longitudinal Trend Chart:** The **blue**-shaded area displays a student’s achievement level over time. The bottom of the chart indicates the date when the student took each test so you can compare performance between PM1, PM2, and PM3.



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

FLORIDA DEPARTMENT OF EDUCATION <small>fldoe.org</small>		Reporting	Individual Student Report
Student, Demo		Grade 5 FAST Mathematics 2023-2024	
Student ID: DM9999999999991 Student DOB: 7/2/2009 Enrolled Grade: 5		Demo District Demo School	
Date Taken: 12/12/2023 Test Reason: PM2 2023-24			
Scale Score: 244		Achievement Level: Level 4	
How Did Your Student Perform on Each Test Question?			
1. Number Sense and Operations with Whole Numbers			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
11	NSOW MA.5.NSO.2 MA.5.NSO.2.2	Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.	1/1
12	NSOW MA.5.NSO.2 MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	2/2
14	NSOW MA.5.NSO.1 MA.5.NSO.1.2	Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.	1/1
15	NSOW MA.5.NSO.1 MA.5.NSO.1.5	Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.	1/1
16	NSOW MA.5.NSO.1 MA.5.NSO.1.4	Plot, order and compare multi-digit numbers with decimals up to the thousandths.	1/1
17	NSOW MA.5.NSO.2 MA.5.NSO.2.1	Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.	1/1
25	NSOW MA.5.NSO.1 MA.5.NSO.1.1	Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.	1/1
2. Number Sense and Operations with Fractions and Decimals			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
1	NSOFD MA.5.FR.1 MA.5.FR.1.1	Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.	1/1
3	NSOFD MA.5.NSO.2 MA.5.NSO.2.3	Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.	1/1
6	NSOFD MA.5.AR.1 MA.5.AR.1.3	Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.	1/1
13	NSOFD MA.5.FR.2 MA.5.FR.2.4	Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.	1/1
20	NSOFD MA.5.NSO.2 MA.5.NSO.2.5 and MA.5.NSO.2.4 MA.5.NSO.2.5	Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.	1/1
22	NSOFD MA.5.FR.2 MA.5.FR.2.3	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.	1/1
3. Algebraic Reasoning			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
5	AR MA.5.AR.1 MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	1/1
9	AR MA.5.AR.2 MA.5.AR.2.2	Evaluate multi-step numerical expressions using order of operations.	1/1
18	AR MA.5.AR.3 MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	1/1
19	AR MA.5.AR.2 MA.5.AR.2.4	Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.	2/2
23	AR MA.5.AR.3 MA.5.AR.3.2	Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.	1/1
24	AR MA.5.AR.1 MA.5.AR.1.1	Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.	1/1


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

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

The top of the 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


Reporting
Individual Student Report

Demo, Student

Student ID: DM9999999901 | Student DOB: 7/2/2008 | Enrolled Grade: 9
 Date Taken: 10/24/2023 | Test Reason: Winter 2023-24

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

Demo Dist
Demo School

Scale Score: 475 Achievement Level: Level 5

How Did Your Student Do on the Test?

Score 475	475	<p>Level 5 Exemplary: Students who score in Level 5 demonstrate exemplary success with the challenging content on the B.E.S.T. Standards. They are highly likely to excel in the next grade.</p>
	435	<p>Level 4 Proficient: Students who score in Level 4 demonstrate proficient success with the challenging content on the B.E.S.T. Standards. They are likely to excel in the next grade.</p>
	418	<p>Level 3 On Grade Level: Students who score in Level 3 demonstrate on grade level success with the challenging content on the B.E.S.T. Standards. They may need additional support to excel in the next grade.</p>
	400	<p>Level 2 Below Grade Level: Students who score in Level 2 demonstrate below grade level skills but are not yet demonstrating On Grade Level success with the challenging content on the B.E.S.T. Standards. To be prepared for the next grade, they are likely to need substantial support.</p>
	379	<p>Level 1 Well Below Grade Level: Students who score in Level 1 demonstrate well below grade level skills but are not yet demonstrating On Grade Level success with the challenging content on the B.E.S.T. Standards. To be prepared for the next grade, they are likely to need substantial support.</p>
	325	

How Does Your Student's Score Compare?

Name	Average Scale Score
Demo Dist	361
Demo School	377

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

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

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

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

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

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

The fourth and remaining pages of the 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 9. Page 4 Onwards 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: DM99999999901 Student DOB: 7/2/2008 Enrolled Grade: 9		Demo Dist	
Date Taken: 10/24/2023 Test Reason: Winter 2023-24		Demo School	
Scale Score: 475 Achievement Level: Level 5			
How Did Your Student Perform on Each Test Question?			
1. Expressions, Functions, and Data Analysis			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
2	EFDA MA.912.F.1 MA.912.F.1.1	Given an equation or graph that defines a function, classify the function type. Given an input-output table, determine a function type that could represent it.	1/1
5	EFDA MA.912.AR.1 MA.912.AR.1.1	Identify and interpret parts of an equation or expression that represent a quantity in terms of a mathematical or real-world context, including viewing one or more of their parts as a single entity.	1/1
7	EFDA MA.912.NSO.1 MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	1/1
8	EFDA MA.912.F.2 MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x)+k$, $kf(x)$, $f(kx)$ and $f(x+k)$, for special values of k .	1/1
14	EFDA MA.912.F.1 MA.912.F.1.8andMA.912.FL.3.4 MA.912.F.1.8	Determine whether a linear, quadratic or exponential function best models a given real-world situation.	1/2
22	EFDA MA.912.DP.3 MA.912.DP.3.1	Construct a two-way frequency table summarizing bivariate categorical data. Interpret joint and marginal frequencies and determine possible associations in terms of a real-world context.	1/1
23	EFDA MA.912.NSO.1 MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	1/1
24	EFDA MA.912.F.2 MA.912.F.2.1	Identify the effect on the graph or table of a given function after replacing $f(x)$ by $f(x)+k$, $kf(x)$, $f(kx)$ and $f(x+k)$, for special values of k .	1/1
27	EFDA MA.912.F.1 MA.912.F.1.3	Calculate and interpret the average rate of change of a real-world situation represented graphically, algebraically or in a table over a specified interval.	1/1
29	EFDA MA.912.DP.1 MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	1/1
32	EFDA MA.912.F.1 MA.912.F.1.2	Given a function represented in function notation, evaluate the function for an input in its domain. For a real-world context, interpret the output.	1/1
34	EFDA MA.912.DP.1 MA.912.DP.1.4	Estimate a population total, mean or percentage using data from a sample survey; develop a margin of error through the use of simulation.	1/1
39	EFDA MA.912.AR.1 MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	1/1
41	EFDA MA.912.F.1 MA.912.F.1.6	Compare key features of linear and nonlinear functions each represented algebraically, graphically, in tables or written descriptions.	1/1
43	EFDA MA.912.NSO.1 MA.912.NSO.1.4	Apply previous understanding of operations with rational numbers to add, subtract, multiply and divide numerical radicals.	1/1
2. Linear Relationships			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
1	LR MA.912.AR.2 MA.912.AR.2.6	Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.	1/1
3	LR MA.912.DP.2 MA.912.DP.2.6andMA.912.DP.1.3 MA.912.DP.1.3	Explain the difference between correlation and causation in the contexts of both numerical and categorical data.	1/1
6	LR MA.912.AR.2 MA.912.AR.2.1	Given a real-world context, write and solve one-variable multi-step linear equations.	1/1
9	LR MA.912.AR.9 MA.912.AR.9.6	Given a real-world context, represent constraints as systems of linear equations or inequalities. Interpret solutions to problems as viable or non-viable options.	1/1
10	LR MA.912.AR.2 MA.912.AR.2.7	Write two-variable linear inequalities to represent relationships between quantities from a graph or a written description within a mathematical or real-world context.	1/1
11	LR MA.912.DP.2 MA.912.DP.2.4	Fit a linear function to bivariate numerical data that suggests a linear association and interpret the slope and y-intercept of the model. Use the model to solve real-world problems in terms of the context of the data.	1/1
17	LR MA.912.AR.9 MA.912.AR.9.1	Given a mathematical or real-world context, write and solve a system of two-variable linear equations algebraically or graphically.	1/1
20	LR MA.912.AR.2 MA.912.AR.2.4	Given a table, equation or written description of a linear function, graph that function, and determine and interpret its key features.	1/1
21	LR MA.912.AR.9 MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	1/1

Achievement 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

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

Alternate Passing Score (APS)

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

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.

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.	11/30/23
Introduction	Added new paragraph to address new cut scores and achievement levels.	11/30/23
Scale Scores and Achievement Levels	Modified paragraph to address new cut scores and achievement levels.	11/30/23
Individual Student Reports	Updated images of Simple and Detailed ISR.	11/30/23
Achievement Levels	Modified section to address new cut scores and achievement levels.	11/30/23
Alternate Passing Score (APS)	Added section to address Alternate Passing Score.	11/30/23
Glossary	Added Alternate Passing Score definition.	11/30/23
Appendix	Added appendix to address FSA scale scores and achievement levels.	11/30/23

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