

F.A.S.T

Florida Assessment of Student Thinking

4th/5th Grade F.A.S.T. Night
February 16, 2023



Your 4th Grade Teachers



Ms. Martinez



Ms. Romagosa



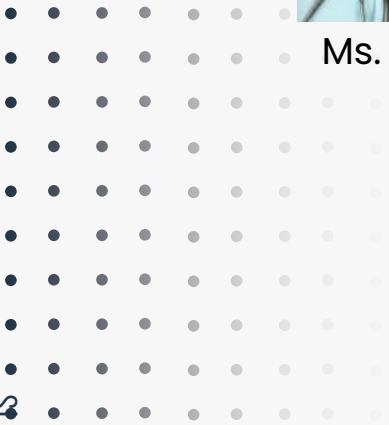
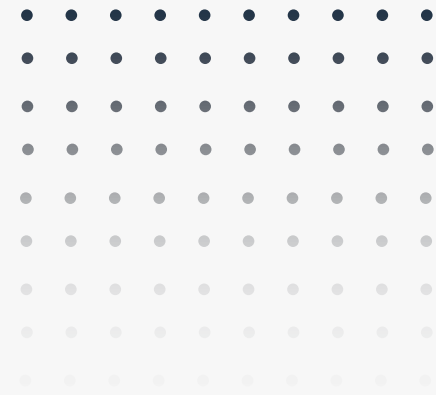
Ms. Olivero



Ms. Rauda



Ms. Perea



Your 5th Grade Teachers



Ms. Esquijarosa



Ms. Jimenez



Ms. Moreno



Ms. Noche



Ms. P. Perozo



Ms. Y. Perozo



Ms. Pulles



Ms. Rosales

F.A.S.T. Testing Windows

Students in grades Pre-K-8 take assessments three times a year on a computer.

- **Progress Monitoring 1 (PM1): August 17–October 7, 2022**
- **Progress Monitoring 2 (PM2): December 5–January 27, 2023**
- **Progress Monitoring 3 (PM3): May 1–June 2, 2023**

***Students will take only one subject per day.**

Grades 4–5

- Grades 4–5 FAST ELA Reading & Mathematics assessments are aligned to the [Benchmarks for Excellent Student Thinking \(B.E.S.T.\) Standards](#).
- Each assessment is tied to a blueprint for the full grade-level content. The [ELA](#) and [Mathematics](#) blueprints show how many items in each reporting category students will encounter during each PM window.
- For the Mathematics assessment
 - A scratch paper will be provided for grades 4–5.
 - A printed reference sheet will be provided for grades 4–5.

Grades 4–5 Session Lengths

Grades/Subject	PM1 and PM2	PM3*
Grades 3–10 ELA Reading	Up to 90 Minutes	120 Minutes
Grades 3–5 Mathematics	Up to 80 Minutes	100 Minutes
Grades 6–8 Mathematics	Up to 100 Minutes	120 Minutes

*The PM3 administration is slightly longer than PM1 and PM2 because the assessments contain embedded field test items.

- For PM1 and PM2, if students are still working at the end of that time, the student may continue until they finish the test (up to the end of the school day).
- **For PM3, students must be provided with the total time indicated in the table.**
- Students with testing with accommodations will be provided allowable accommodations as indicated on their Individual Education Plan (IEP) or Section 504 Plan.
- Eligible ESOL students will be provided with a Heritage Language Translation Dictionary and extended time.

What is Being Assessed?

- **(English Language Arts) ELA** – Total Number of Items: 36-40

Reporting Category	Benchmarks Assessed	% of Test
Reading Prose & Poetry	Literary Elements Theme Perspective & Point of View Poetry	25-35%
Reading Informational Text	Structure Central Idea Purpose & Perspective Argument	25-35%
Reading Across Genres & Vocabulary	Interpreting Figurative Language Paraphrasing & Summarizing Comparative Reading Morphology Context & Connotation	35-50%

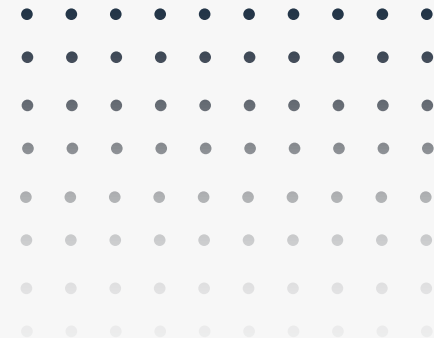
Grades 4–5 Sample Test Materials

Sample test materials (STMs) contain sample test items aligned to the B.E.S.T. Standards and allow teachers, parents/guardians, and students to become familiar with the various item types that will be encountered on the assessments, as well as the system, functionality, and tools on computer-based tests.

Please note the following:

- While students are encouraged to use STMs, practice test sessions are not required prior to testing.
- STMs may be accessed on the FAST Portal at https://login4.cambiumtds.com/student_core/V92/Pages/LoginShell.aspx?c=Florida_PT&a=Student

4/5th Grade Reading Sample item



Items Grade 4 FAST ELA Reading Sample Items GUEST, GUEST (Username: GUEST) GUEST SESSION

Back Next Save Pause

Notes Line Reader Zoom Out Zoom In

1 2 3 4 5 6 7 8

1

1

GUEST, GUEST

This question has two parts. First, answer Part A. Then, answer Part B.

Part A
In Passage 1, what was a result of the creation of Crum’s new potato dish?

A He made cooking with grease more popular.

B He figured out a new way to slice vegetables.

C He changed what people thought were good manners.

D He created recipes that mixed food from two different countries.

Part B
Which detail supports the answer in Part A?

A “They had been introduced in this country more than half a century earlier.” (paragraph 2)

B “That way they could be eaten with a fork.” (paragraph 3)

C “He wanted them to be sliced a little bit thinner.” (paragraph 4)

D “Apparently the diner didn’t mind using his fingers.” (paragraph 8)

Passage 1: George Crum
by Jim Whiting

1 Sometimes in restaurants people send their food back to the kitchen. They may say it’s too raw or cooked too much. Perhaps they don’t like the seasoning. Restaurants want to keep their customers happy. Almost always they fulfill the request and provide the diner with something that is more to his or her liking.

2 That wasn’t quite the case at the Moon Lake Lodge restaurant in Saratoga Springs, New York, one day in 1853. A diner had ordered what were known as “potatoes in the French manner.” They had been introduced in this country more than half a century earlier. Thomas Jefferson, who became the third United States president in 1801, had been the American ambassador to France after the Revolutionary War. He liked French cooking. When he returned home, he brought many recipes with him.

3 The recipe for “potatoes in the French manner” was one of them. The instructions called for the potatoes to be sliced into thick wedges. That way they could be eaten with a fork. Many people thought it was bad manners to eat with their fingers. This was especially true of the patrons of the Moon Lake Lodge. Nearly all were very wealthy.

4 On this occasion, the diner said the potatoes were too thick. They weren’t crunchy enough to suit his taste. He wanted them to be sliced a little bit thinner.

5 It took a certain amount of courage to send food back to the kitchen at the Moon Lake Lodge. George Crum, the chef, had a reputation for being bad-tempered. . . .

6 Crum may have grumbled, but he complied with the request. He took out a new batch of potatoes and sliced them a little thinner than he

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4/5th Grade Reading Sample item

Passage 1: Fannie Farmer: Mother of Level Measurements

by Mary Morton Cowan

1 Chefs and cooks today follow tested recipes. But until a Boston cooking teacher insisted on measuring ingredients precisely, cooking instructions often were full of guesswork.

2 Fannie Merritt Farmer was born in Boston, Massachusetts, on March 23, 1857. She was the eldest of four girls. . . .

3 While teaching the neighbors' young daughter to cook, Farmer realized that her instructions to use a "pinch" of this or a "lump" of that were not terribly helpful. She thought cooking would be easier if ingredients were measured accurately. Precise measurements also would make the results more consistent.

4 When Farmer was 30 years old, she entered Boston Cooking School. The school had been founded in 1879. It taught people how to be

3

GUEST, GUEST

Select **two** sentences that are important to include in a summary of Passage 1.

- ☐ Fannie Farmer was born on March 23 in Massachusetts.
- ☐ Fannie Farmer attended Boston Cooking School at the age of 30.
- ☐ Fannie Farmer was one of the most important cooks in American history.
- ☐ *The New York Times* wrote an article about the way Fannie Farmer cooked.
- ☐ *The Boston Cooking-School Cook Book* was published by Fannie Farmer in the late 1800s.

4/5th Grade Reading Sample item

Passage 1: Fannie Farmer: Mother of Level Measurements

by Mary Morton Cowan

1 Chefs and cooks today follow tested recipes. But until a Boston cooking teacher insisted on measuring ingredients precisely, cooking instructions often were full of guesswork.

2 Fannie Merritt Farmer was born in Boston, Massachusetts, on March 23, 1857. She was the eldest of four girls. . . .

3 While teaching the neighbors’ young daughter to cook, Farmer realized that her instructions to use a “pinch” of this or a “lump” of that were not terribly helpful. She thought cooking would be easier if ingredients were measured accurately. Precise measurements also would make the results more consistent.

4 When Farmer was 30 years old, she entered Boston Cooking School. The school had been founded in 1879. It taught people how to be

8

GUEST, GUEST

Complete the table to show whether each detail is found in Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
shows how Fannie Farmer wrote instructions for a recipe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
explains what Fannie Farmer thought about how to prepare foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
describes how Fannie Farmer was trained to cook and how it affected her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4th–5th Grade Writing Assessment

- Expository or Argumentative
- Computer Based Test
- Students will have between 2-4 articles to read about the assigned topic.
- Examples include:
 - Write an expository essay in which you explain how technology has helped explorers overcome challenges related to deep-sea exploration.
 - Write an argumentative essay about whether students in your school should switch classes for different subjects.
- All articles will give a different piece of information about the topic.
- Students must read the articles, then write their own essay using evidence from the articles and elaborate.

Scoring for FAST Writing

- There will be three scores per essay which will be totaled at the end for a final score.
- Purpose, Structure (1-4 point rubric)
- Development (1-4 point rubric)
- Language (1-4 point rubric)
- The maximum score is 12 points.

What is Being Assessed?

- **Mathematics** – Total number of items: 36–40 (número total de problemas)

Reporting Category	% of Test
Number Sense & Additive Reasoning	23-29%
Number Sense & Multiplicative Reasoning	23-29%
Fractional Reasoning	23-29%
Geometric Reasoning, Measurement, and Data Analysis and Probability	23-29%

4/5th

Grade Mathematics Sample item 1

Item

Click to go back, hold to see history

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Next

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GUEST, GUEST (Username: GUEST)

GUEST SESSION

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1

GUEST, GUEST

What number is one-hundredth more than 732.12?

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↶

↷

✖

1	2	3
4	5	6
7	8	9
0	.	$\frac{\Box}{\Box}$

Equation editor items require students to create a response.

Los elementos del editor de ecuaciones requieren que los estudiantes creen una respuesta.

4/5th Grade Math Sample 2

FAST Mathematics Sample Items

3. Fill in bubbles to match each expression with the statement that describes it.

	The sum of 4 and 3, multiplied by 7	The product of 3 and 7, added to 4	The product of 4 and 7, added to 3
$3 + 7 \times 4$	(A)	(B)	(C)
$4 + 3 \times 7$	(D)	(E)	(F)
$(4 + 3) \times 7$	(G)	(H)	(I)

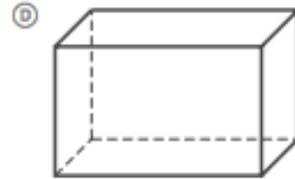
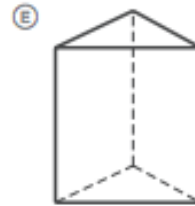
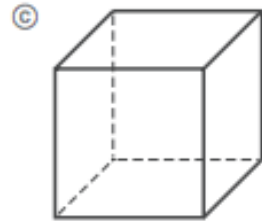
Matching/Table Items

Matching items require students to check a box to indicate if the information in the column headers matches the information in each row.

4/5th Grade Math Sample 3

FAST Mathematics Sample Items

10. Select all the figures that have parallel bases.



Selección múltiple: se indica al alumno que seleccione todas las respuestas correctas entre una serie de opciones. Estos elementos son diferentes de los elementos de opción múltiple, que permiten al estudiante seleccionar solo una respuesta correcta.

Multiselect—The student is directed to select all of the correct answers from among a number of options. These items are different from Multiple Choice items, which allow the student to select only one correct answer.

Mathematics Reference Sheet

Online mathematics reference sheets are available in the testing platform for students in grades 4–8.

Las hojas de referencia de matemáticas en línea están disponibles en la plataforma de evaluación para estudiantes en los grados 4-8.

Grade 4 FAST Mathematics Reference Sheet

Customary Conversions

1 foot = 12 inches
1 yard = 3 feet

1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts

1 pound = 16 ounces

Time Conversions

1 minute = 60 seconds
1 hour = 60 minutes

Formulas

Rectangle $P = l + l + w + w$
 $A = l \times w$

Metric Conversions

1 meter = 100 centimeters
1 meter = 1000 millimeters
1 kilometer = 1000 meters

1 liter = 1000 milliliters

1 gram = 1000 milligrams
1 kilogram = 1000 grams

Key	
l = length w = width	P = perimeter A = area

Grade 5 FAST Mathematics Reference Sheet

Customary Conversions

1 foot = 12 inches
1 yard = 3 feet
1 mile = 5,280 feet
1 mile = 1,760 yards

1 cup = 8 fluid ounces
1 pint = 2 cups
1 quart = 2 pints
1 gallon = 4 quarts

1 pound = 16 ounces
1 ton = 2,000 pounds

Time Conversions

1 minute = 60 seconds
1 hour = 60 minutes
1 day = 24 hours
1 week = 7 days

Formulas

Rectangle $P = l + l + w + w$
 $P = 2l + 2w$
 $A = l \times w$

Rectangular Prism $V = l \times w \times h$
or
 $V = B \times h$

Metric Conversions

1 centimeter = 10 millimeters
1 meter = 100 centimeters
1 meter = 1000 millimeters
1 kilometer = 1000 meters

1 liter = 1000 milliliters

1 gram = 1000 milligrams
1 kilogram = 1000 grams

DO NOT REMOVE THIS SHEET

Key	
l = length w = width h = height B = area of the base	P = perimeter A = area V = volume

5th Grade Science

Testing Window- May 9-19

- Is a Paper Based Test
- Is administered in two 80-minute sessions.
- Number of items on the test is between 60-66.

Assessment		Level 1	Level 2	Level 3	Level 4	Level 5
Science Scale Scores (140–260) for Each Achievement Level	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

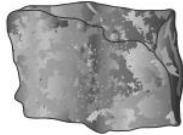
Statewide Science Assessment Content Categories

Grade	Nature of Science	Earth and Space Science	Physical Science	Life Science
5	17%	29%	29%	25%

Sample Florida Statewide Science Assessment Questions

- 3 Roger collected four rock samples and wrote a description of how each was formed. Which of the following rocks that Roger collected is a metamorphic rock?

A.



Formed from magma that cooled slowly

C.



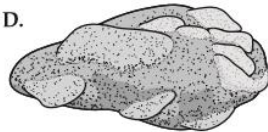
Formed from lava that cooled quickly

B.



Formed by pressure and heat over time

D.



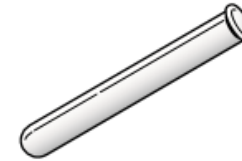
Formed by pieces of rock cemented together

- 4 Mr. Washington mixed iron filings with sand. Then, he asked his students to separate the iron filings from the sand. Which of the following is the **best** tool to use to separate the iron filings from the sand?



Hand Lens

F.



Test Tube

H.



Bar Magnet

G.



Eyedropper

I.

Sample Florida Statewide Science Assessment Questions

2 The stem is an important part of many plants. Which of the following is **most** similar to the role performed by the stem of a plant?

- E. an anchor holding a boat in place
- G. a snack company producing energy bars
- H. a colorful sign attracting people into a store
- I. an elevator transporting supplies from one floor to another

1 Ariana uses balloons to investigate static electricity. Which of the following **best** explains what will happen when she brings two positively charged balloons close to each other?

- A. The balloons will move apart.
- B. One balloon will lose its charge.
- C. The balloons will come together.
- D. One balloon will gain a negative charge.

How Can You Help?

- Read different types of books and informational text with your child.
- Ask your child to find answers to questions in the text of books, newspaper articles, manuals, etc.
- Encourage your child to form and defend an opinion by supporting it with facts, details and reasons from text
- Discuss mathematics ideas with your child and have them explain these to you using pictures, graphs, etc.

Parent Tips

1. Check the E-Gradebook once a week
2. Check your child's folder daily for any teacher communication
3. Join your teachers Remind/Class Dojo
4. Make sure your child is completing:

- iReady minutes for Reading and Math weekly (45 minutes) and passing lessons with at least 70%
- 3 green lights on Reflex (weekly)
- Assigned iXL lessons (weekly)
- Imagine Learning (30 minutes daily) for ESOL Level 1 students

Available Resources

- **FAST Assessment Portal**

- <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>

- **Sample Tests**


- <https://flfast.org/families.html>

- **Grade 4/5 Fact Sheet**

- <https://www.fldoe.org/core/fileparse.php/20102/urlt/2223FASTGrd310FS.pdf>

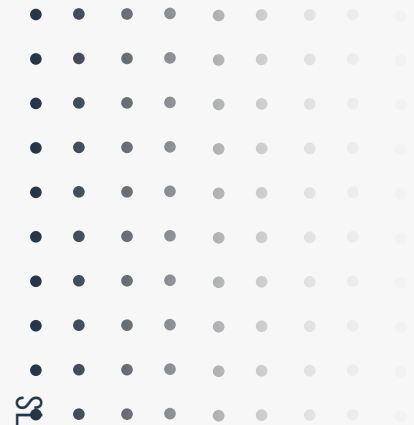
EBT K-8

F.A.S.T. Contacts



Ariani Alen
Assistant Principal
aalen1@dadeschools.net
305-592-7914 ext. 2118

Angelina Gonzalez
School Assessment Coordinator
305-592-7914





Thank you!

