

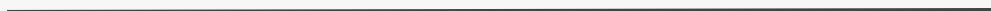
# F.A.S.T

## Florida Assessment of Student Thinking

3<sup>rd</sup> Grade  
F.A.S.T. Parent Night  
February 18, 2025



 Cambridge Assessment  
International Education  
Cambridge International School



# 3<sup>rd</sup> Grade Teachers



Ms. Barbe



Ms. Gonzalez



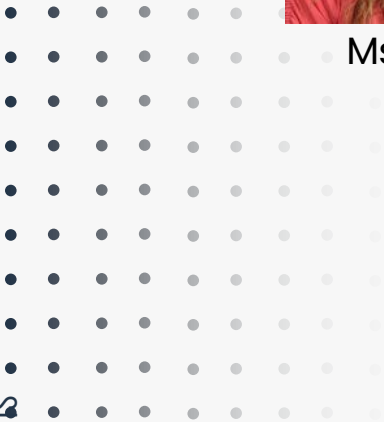
Ms. Rignack



Ms. Myers



Ms. Moreno



# F.A.S.T. & B.E.S.T. Standards

- Grade 3 FAST ELA Reading & Mathematics assessments are aligned to the [Benchmarks for Excellent Student Thinking \(B.E.S.T.\) Standards](#).
- FAST assessments are computer-adaptive, items a student receives will be selected to meet blueprint requirements for that grade level and will adjust item difficulty levels based on how the student responds. This means items may become progressively harder as students successfully respond to items and easier if students answer more questions incorrectly.
- 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 3<sup>rd</sup> grade students.
  - **NO** reference sheet or handheld calculator is allowed for 3<sup>rd</sup> grade.

# F.A.S.T. Testing Windows & Accommodations

**Students in grade 3 take assessments three times a year on a computer.**

- Progress Monitoring 1 (PM1): August/September 2024
- Progress Monitoring 2 (PM2): December 2024
- Progress Monitoring 3 (PM3): May 1-31, 2025

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

■ **FAST Reading Grade 3: May 8, 2025**

■ **FAST Math Grade 3: May 20, 2025**

## **Time Accommodations:**

- Students with IEP's and 504 Plans receive extended time.
- All ELL students that are levels 1-4 or have exited the ESOL program within 2 years will receive extended time and can use an English/Language Heritage dictionary that the school will provide for them.

# 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 scheduling purposes, a session length is provided, but **students who are still working at the end of that time may be provided the time needed to complete the test, up to the end of the school day.**
- Students with testing 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.

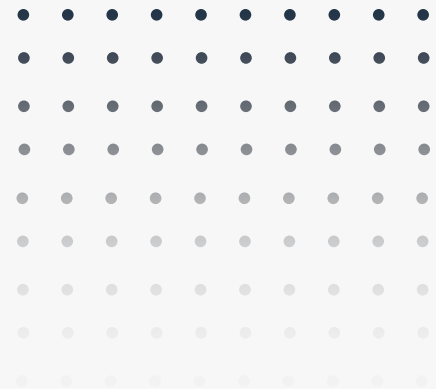
# Third Grade Promotion

Assessment	Dates Administered
Grade 3 Reading Student Portfolio	January –May 2025
Florida Assessment of Student Thinking (FAST) PM3	May 1 – May 30, 2025 <b>May 8, 2025</b>
Alternative Standardized Reading Assessment (ASRA)* – iReady or ITBS	May 12 – May 23, 2025
Alternative Assessment for Grade 3 Promotion*	Third Grade Summer Camp (Last week of 2025 Summer Reading Camp.)

**\*Administered only to grade 3 students who score a level 1 on the Florida Assessment of Student Thinking (FAST) PM3.**



# Third Grade Promotion Requirement Letter sent home



**Miami-Dade County Public Schools**

giving our students the world

Superintendent of Schools  
Dr. Jose L. Dotres

Miami-Dade County School Board  
Mari Tere Rojas, Chair  
Monica Colucci, Vice Chair  
Roberto J. Alon  
Dr. Dorothy Bendross-Mindt  
Mary Blain  
Denny Espinoza  
Dr. Steve Gallon  
Joseph S. G. G. G.  
Luisa Sant

January 8, 2025

Dear Parents and Guardians:

Miami-Dade County Public Schools (M-DCPS) has made great progress in its efforts to increase the third-grade promotion rate. We continue to offer a variety of instructional models to meet the needs and learning styles of our diverse population of students. It is our goal to keep parents and guardians informed regarding the different pathways for promotion to grade 4 that are available to students.

As required by the statewide public school student progression law eliminating social promotion (Section 1008.25, Florida Statute), a student may be promoted to grade 4 if the student demonstrates reading mastery in one of several assessments: the Grade 3 English Language Arts (ELA) Florida Assessment of Student Thinking (FAST) Progress Monitoring (PM) 3; the Grade 3 Reading Student Portfolio; or another standardized reading assessment that has been approved by the Florida Department of Education (FLDOE).

The Grade 3 Reading Student Portfolio, mandated by the FLDOE, is the first assessment that is administered in January 2025. This portfolio contains a variety of assessments that provide important information regarding each student's mastery of the standards assessed on the Grade 3 English Language Arts (ELA) Florida Assessment of Student Thinking (FAST) PM 3.

The Florida Assessment of Student Thinking (FAST) PM 3 will be administered May 1- May 30, 2025. The FAST assessment measures students' performance on selected state standards. Grade 3 students who do not score a Level 2 or above on this test may take the alternative standardized reading assessments administered by the District. One such assessment is given at the end of the school year after FAST results are received, and the other is administered during the summer reading camps.

The testing schedule delineated on the following chart indicates the dates on which students in grade 3 will be assessed during the 2024-2025 school year.

Assessment	Dates Administered
Grade 3 Reading Student Portfolio	January – May 2025
Florida Assessment of Student Thinking (FAST) PM 3	May 1- May 30, 2025
Alternative Standardized Reading Assessment (ASRA)*-i-Ready or ITBS	May 12- May 23, 2025
Alternative Assessment for Grade 3 Promotion*	Third Grade Summer Camp (Summer 2025)

\*Administered only to grade 3 students who score a level 1 on the FAST ELA PM 3.

**The District strongly recommends that students who do not meet the requirement for promotion attend summer reading camp and take the Grade 3 Alternative Assessment for Grade 3 Promotion.** Students who do not attend summer reading camp are also eligible to take the Alternative Assessment for Grade 3 Promotion. However, in order to participate they must register during the designated registration period before the end of the school year. Students may register to take the Grade 3 Alternative Assessment for Grade 3 Promotion at their home school (if available) or at a school in their region that is administering the assessment. Enrollment information and important registration deadlines for the 2025 summer reading camp will be provided by your child's school on the M-DCPS website at <http://summerschool.dadeschools.net>.

If you have questions or would like to know more about your child's academic performance, please contact your child's teacher.

Our commitment to quality education for every student is unwavering as we strive to ensure that your child continues to receive a world class education.

Sincerely,

Lourdes Diaz, Chief Academic Officer  
Office of Academics and Transformation

LD:mc  
L014



**Miami-Dade County Public Schools**

giving our students the world

Superintendent of Schools  
Dr. Jose L. Dotres

Miami-Dade County School Board  
Mari Tere Rojas, Chair  
Monica Colucci, Vice Chair  
Roberto J. Alon  
Dr. Dorothy Bendross-Mindt  
Mary Blain  
Denny Espinoza  
Dr. Steve Gallon  
Joseph S. G. G. G.  
Luisa Sant

8 de enero de 2025

Estimados padres de familia y tutores:

Las Escuelas Públicas del Condado Miami-Dade (*Miami-Dade County Public Schools, M-DCPS*) han logrado avanzar en sus esfuerzos por aumentar la tasa de promoción de tercer grado. Continuamos ofreciendo una variedad de modelos de instrucción para satisfacer las necesidades y estilos de aprendizaje de nuestra diversa población de estudiantes. Nuestro objetivo es mantener informados tanto a los padres de familia como a los tutores con respecto a las diferentes vías de promoción disponibles a los estudiantes con el fin de acceder al cuarto grado.

Según lo requerido por la ley de progresión estudiantil de las escuelas públicas en todo el estado que elimina la promoción por motivo social (Sección 1008.25, Estatuto de Florida), un estudiante puede ser promovido al cuarto grado si el estudiante demuestra dominio en lectura en una de varias evaluaciones: la Evaluación del razonamiento estudiantil de Florida (*Florida Assessment of Student Thinking, FAST*) (PM) 3; el Portafolio de lectura para estudiantes de tercer grado; o una evaluación de lectura estandarizada aprobada por el Departamento de Educación de Florida (*Florida Department of Education, FLDOE*).

El Portafolio de lectura para estudiantes de tercer grado, el cual es obligatorio según los lineamientos del FLDOE, es la primera evaluación realizada en enero de 2025. Este portafolio contiene una variedad de evaluaciones que aportan información importante sobre el dominio que pueda tener cada estudiante en relación con los estándares evaluados en tercer grado en la asignatura Artes del idioma inglés (*English Language Arts, ELA*) Evaluación del razonamiento estudiantil de Florida (*Florida Assessment of Student Thinking, FAST*) PM 3.

La Evaluación del razonamiento estudiantil de Florida (*Florida Assessment of Student Thinking, FAST*) PM 3 se administrará entre el 1 y el 30 de mayo de 2025. La evaluación FAST mide el rendimiento de los estudiantes en estándares estatales seleccionados. Los estudiantes de tercer grado que no obtengan una calificación de nivel 2 o superior en esta evaluación pueden tomar las evaluaciones alternativas de lectura estandarizadas administradas por el distrito. Una de esas evaluaciones se realiza al final del curso escolar después de recibir los resultados de la evaluación FAST, y la otra se administra durante los campamentos de lectura de verano.

El cronograma de evaluaciones descrito en el siguiente gráfico indica las fechas en las que los estudiantes de tercer grado deberán ser evaluados durante el curso escolar 2024-2025.

Evaluación	Fechas de evaluación
Portafolio de lectura para estudiantes de tercer grado	enero – mayo de 2025
La Evaluación del razonamiento estudiantil de Florida ( <i>Florida Assessment of Student Thinking, FAST</i> ) PM3	1 <sup>o</sup> de mayo – 30 de mayo de 2025
Evaluación Alternativa Estandarizada de Lectura ( <i>Alternative Standardized Reading Assessment, ASRA</i> ) *-i-Ready o ITBS	12 de mayo – 23 de mayo de 2025
Evaluaciones alternativas para la promoción de estudiantes de tercer grado*	Campamento de verano de tercer grado (verano 2025)

\* Administrado solo a los estudiantes de 3<sup>er</sup> grado que obtengan un nivel 1 en la evaluación FAST ELA PM 3.

**El distrito recomienda encarecidamente que los estudiantes que no cumplan con los requisitos para la promoción asistan al campamento de lectura de verano y tomen la Evaluación alternativa para la promoción de tercer grado.** Los estudiantes que no asistan al campamento de lectura de verano también son elegibles para tomar la Evaluación alternativa para la promoción de tercer grado. Sin embargo, para participar, deben matricularse durante el período de inscripción designado antes del final del curso escolar. Los estudiantes pueden inscribirse para tomar la Evaluación alternativa para la promoción de tercer grado en su escuela de origen (si se encuentra disponible) o también pueden hacerlo en una escuela en su región que administre la evaluación. La información sobre la inscripción, así como los plazos importantes de matriculación para el campamento de lectura de verano 2025 será proporcionado por la escuela de su hijo/a así como a través del sitio web de M-DCPS en <http://summerschool.dadeschools.net>.

Si tiene cualquier pregunta o si desea saber más sobre el rendimiento académico de su hijo/a, póngase en contacto con el/la docente de su hijo/a.

Nuestro compromiso con una educación de calidad para cada estudiante es inquebrantable y nos esforzamos por garantizar que su hijo/a continúe recibiendo una educación de primera clase.

Atentamente,

Lourdes Diaz, Ejecutiva Principal  
Para Asuntos Académicos  
Oficina de Asuntos Académicos y Transformación

LD:mc  
L014

# Achievement Levels

## Achievement Levels



**Well Below Grade Level:**  
Highly 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

**Table 1. B.E.S.T. Scale Score Ranges for Each Achievement Level on FAST Assessments**

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 3 Mathematics	140–182	183–197	198–208	209–224	225–260



# Grades 3 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/V149/Pages/LoginShell.aspx?c=Florida\\_PT&a=Student](https://login4.cambiumtds.com/student_core/V149/Pages/LoginShell.aspx?c=Florida_PT&a=Student)

# 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%

# ELA Sample 1



## Passage 1: The Wild Side of Pet Cats

by Jo Waters

### Was Your Pet Once Wild?

1 Did you know that your pet cat is closely related to wild animals? Finding out more about your pet cat's wild **ancestors** will help you give it a better life. . . .

### Popular Pets

2 Cats can be kept in almost any home and they can be great companions. Although cats do not need walking, like dogs, they do need plenty of space to exercise. They also need regular care and special food.

3 Cats are very popular pets. In the United States, more people keep cats than dogs. . . .

### Cat Habitats

4 Wild cats make their homes in different places. Most cheetahs live on the open plains, where they can run and hunt prey. Panthers and tigers live in jungles and forests. They are very good at climbing trees.

5 Smaller cats like cougars can live in mountains, swamps, pine forests, and even deserts.

### Pet Habitats

6 A pet cat's habitat is its owner's home. Your cat still has the **instinct** to go out and hunt. Traffic and other animals can make this dangerous. Make sure your cat has a safe place to play in your house or yard.

7 All cats need somewhere to sleep or hide. A pet cat may have a bed

## 3

GUEST, GUEST Last Saved: 11:36 AM

Select **two** sentences from Passage 2 that support the author's claim that Dewey had no problem finding a place to rest.

- "Welcome, welcome, I imagined him saying from his post to the left of the door." (paragraph 16)
- "It wouldn't take long for him to find a lap, and since he'd been up for two hours that usually meant it was time for a nap." (paragraph 19)
- "Dewey must have spent half his first winter curled up in that box." (paragraph 20)
- "'What should I do?'" (paragraph 21)
- "'Cat hair comes with the envelope, I'd say.'" (paragraph 26)

# ELA Sample 2



Reprinted by permission of Coughlan Companies LLC dba Capstone via Copyright Clearance Center.

## Passage 2: Dewey the Library Cat: A True Story by Vicki Myron

*Dewey is a cat that was found in the book return of the Spencer Public Library in Iowa. The people in the library decided to make him a library cat. It did not take long for Dewey to get used to life in the library.*

14 At two minutes to nine, Dewey would drop whatever he was doing and race for the front door.

15 A **patron** was always waiting outside at exactly nine o'clock when we opened the doors, and she would usually enter with a warm, "Hi, Dewey. How are you this morning?"

16 *Welcome, welcome, I* imagined him saying from his post to the left of the door. *Why don't you pet the cat?*

17 No response. The early birds were usually there for a reason, which meant they didn't have time to stop for a cat.

18 *No petting? Fine. There's always another person where you came from—wherever that is.*

19 It wouldn't take long for him to find a lap, and since he'd been up for two hours that usually meant it was time for a nap. Dewey was already so comfortable in the library he had no problem falling asleep in public places. He could fall asleep anywhere. . . .

20 In those days, Iowa provided envelopes with its tax forms, and we always put a box of them out for patrons. Dewey must have spent half his first winter curled up in that box.

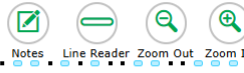
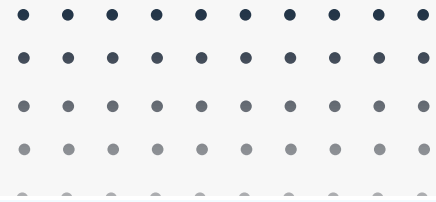
## 7

GUEST, GUEST

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

	Passage 1	Passage 2	Both Passages
<b>Cats are grouped into different types.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Sleep is an important part of life for cats.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Cats can be excited to spend time with people.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# ELA Sample 3



8	9	10	11	12	13	14	15
---	---	----	----	----	----	----	----

## Annika's Fireworks

by Lisa Rosinsky

1 An orange firework burst overhead. "Where do the sparkles go after they fall out of the sky?" Annika asked her family. "Do you know?"

2 Her little brother, Ben, gurgled and waved his tiny fist. "Great question," her mom said as she offered Annika a slice of watermelon. Her dad said, "Hmm," and adjusted his camera's lens.

3 Annika flopped down on the blanket her mom had spread on the grass. A white-and-gold firework blossomed high above the trees, and they heard a *pop-pop-bang!* echo down by the lake. Annika tipped her head all the way back. She watched the sparkles drip like glittering spray from a fountain before they disappeared into the dark. Kids were running between blankets all over the hilltop, kicking soccer balls, waving streamers.

4 This was her favorite day of the whole summer.

5 *Do the sparkles turn into stars? Annika wondered. Do they land in the treetops? Do they puddle up at the bottom of the lake in a mound of glitter?*

6 Two red fireworks shot across the sky like comets and burst into bright white lights that blinked on and off. Ben screamed happily and threw one of his shoes across the blanket. Her mom laughed and put it back on his foot. Her dad said, "Wow, look at that one!" and took a photo.

7 "Can I go look for sparkles?" asked Annika.

8 "When the show is over, honey," her mom said.

9

GUEST, GUEST

### Part A

Read this phrase from the passage.

"Two red fireworks shot across the sky like comets . . ." (paragraph 6)

Which type of figurative language is used in this phrase?

- A hyperbole
- B metaphor
- C personification
- D simile

### Part B

Why does the author use the type of figurative language in Part A?

- A to show an event with fireworks
- B to show how the fireworks move
- C to show the way fireworks are made

# What is Being Assessed?

- **Mathematics** – Total number of items: 36-40

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%

# Math Sample 1

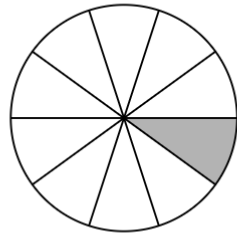


1

GUEST, GUEST



A circle with one part shaded is shown.



Create a fraction that represents the shaded part of the circle.

← → ↶ ↷ ✖

1	2	3	
4	5	6	
7	8	9	
0	□ <sub>□</sub>		



# Math Sample 2



3

GUEST, GUEST



Ms. Devitt asks each of her 18 students to bring their favorite book to class.

- 6 students bring science fiction books.
- 3 students bring comic books.
- The rest of the students bring fantasy books.

Create a scaled picture graph to show the data.

Key:  =  students

Favorite Books	
Science fiction	<input type="text"/>
Comic	<input type="text"/>
Fantasy	<input type="text"/>

# Math Sample 3



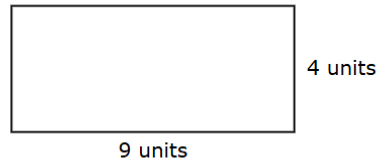
11

GUEST, GUEST



This question has **two** parts.

A rectangle is shown.



### Part A

Select the expression that represents the area (in square units) and the perimeter (in units) of the rectangle.

	<b>9 + 4</b>	<b>9 + 9 + 4 + 4</b>	<b>9 × 4</b>
Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perimeter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part B

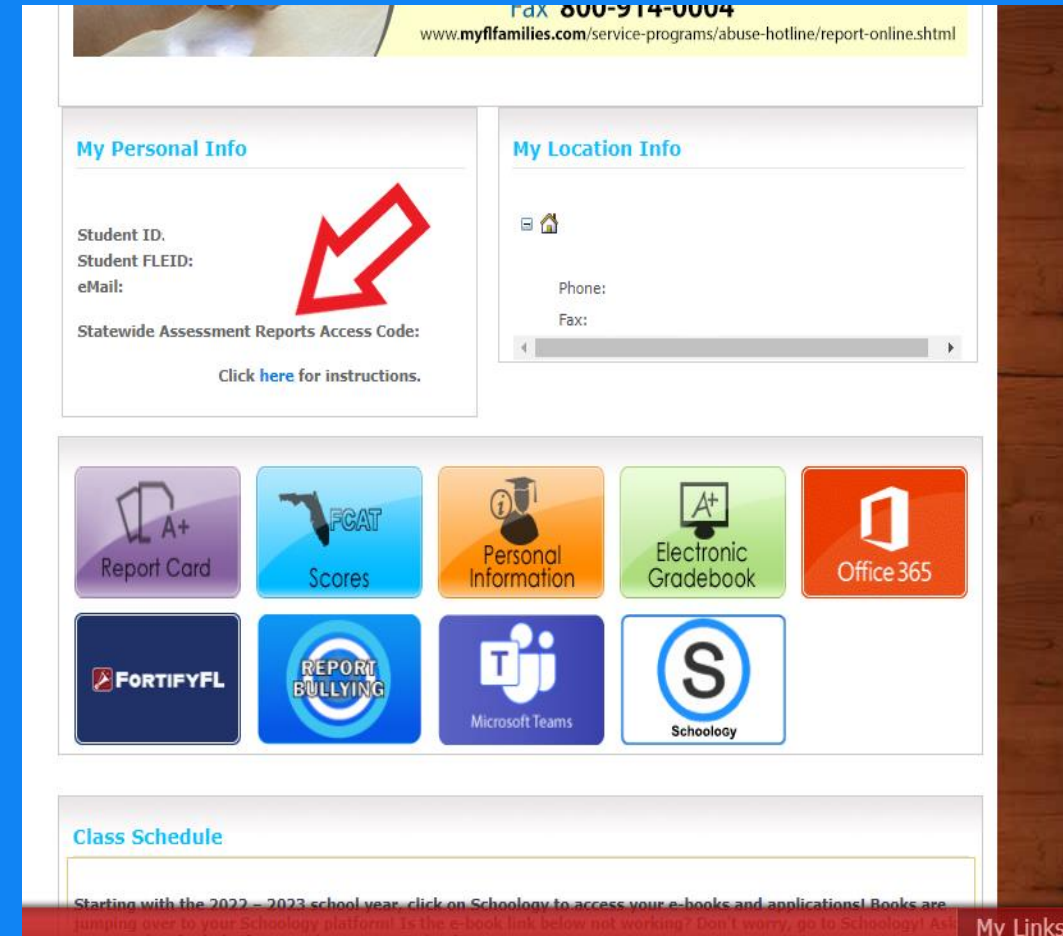
Select the value that represents the area (in square units) and the perimeter (in units) of the rectangle.

	<b>13</b>	<b>22</b>	<b>26</b>	<b>36</b>
Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perimeter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Accessing F.A.S.T. Reports

Where do I get the Access Code?

- Go to [www.dadeschools.net](http://www.dadeschools.net)
- Click on Portal
- Enter the Student's Username and Password
- Click Login
- Scroll down to the section labeled My Personal Info
- The Access Code will be displayed under Statewide Assessment Reports Access Code



The screenshot shows the 'myffamilies.com' website interface. At the top right, there is a contact number 'Fax 800-914-0004' and a URL 'www.myffamilies.com/service-programs/abuse-hotline/report-online.shtml'. The main content area is divided into two columns: 'My Personal Info' and 'My Location Info'. In the 'My Personal Info' section, there are fields for 'Student ID.', 'Student FLEID:', 'eMail:', and 'Statewide Assessment Reports Access Code:'. A red arrow points to the 'Statewide Assessment Reports Access Code' field. Below this field is a link that says 'Click here for instructions.'. The 'My Location Info' section has fields for 'Phone:' and 'Fax:'. Below these sections is a grid of application icons including 'Report Card', 'FCAT Scores', 'Personal Information', 'Electronic Gradebook', 'Office 365', 'FORTIFYFL', 'REPORT BULLYING', 'Microsoft Teams', and 'Schoolology'. At the bottom, there is a 'Class Schedule' section with a note: 'Starting with the 2022 - 2023 school year, click on Schoolology to access your e-books and applications! Books are jumping over to your Schoolology platform! If the e-book link below not working? Don't worry, go to Schoolology! Ask My Links'.



## Access to the Family Portal

The Florida Department of Education's Family Portal allows students and their families to view test results. The Family Portal displays the student's most recent test results on the homepage. Families can select "view all tests" to view all of their student's test results. Families can also view their student's Individual Score Reports (ISRs) with quick access to Interpretative Guides, Glossary, and Frequently Asked Questions.

- Visit the Florida Statewide Assessments Portal: <https://flfast.org/fast.html> or go to the direct link: <https://fl-familyportal.cambiumast.com/#/>

- Type student's unique six-digit access code (available on the M-DCPS Student Portal); student's date of birth; student's first name and Sign In
- Select the School Year drop-down menu to view test results from prior years:



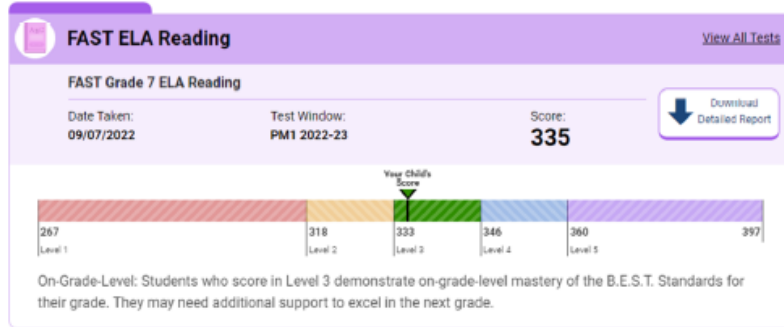
## Acceso al Portal para Familias (*Family Portal*)

El Portal del Departamento de Educación de Florida (*Florida Department of Education*) destinado a las familias les permite a los estudiantes y sus familias ver los resultados de los exámenes. El portal para Familias (*Family Portal*) muestra en la página de inicio los resultados más recientes de los exámenes del estudiante. Las familias pueden escoger la sección "ver todos los exámenes" ("*view all tests*") donde encontrarán los resultados de sus estudiantes. A su vez, las familias también pueden ver los informes de las calificaciones individuales (*Individual Score Reports, ISR*, por sus siglas en inglés) de sus estudiantes con acceso rápido a guías interpretativas, glosario y preguntas frecuentes.

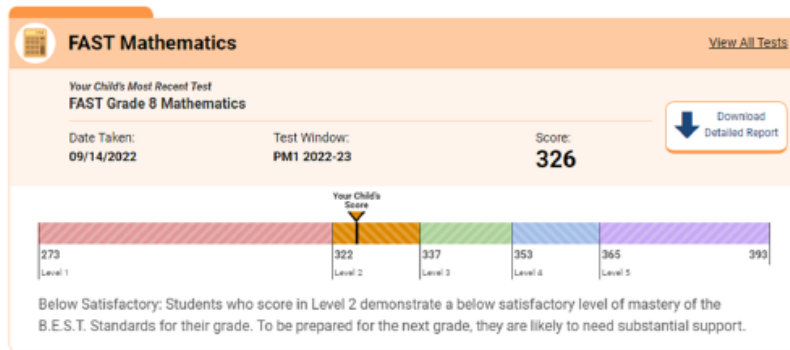
- Visite el Portal de Evaluaciones Estatales de Florida (*Florida Statewide Assessments Portal*) en: <https://flfast.org/fast.html> o vaya al enlace directo: <https://fl-familyportal.cambiumast.com/#/>

- Ingrese el código de acceso único de seis dígitos del estudiante, disponible en el portal del estudiante (*Student Portal*) de las M-DCPS, la fecha de nacimiento del estudiante, los nombres y apellidos del estudiante y haga clic en inicio de sesión (*sign in*).
- Seleccione del menú en el que se muestra el curso escolar (*School Year drop-down menu*) para ver los resultados de los exámenes de años anteriores:

**SAMPLE: Florida Assessment of Student Thinking (FAST) Progress Monitoring (PM) result**



**SAMPLE: Florida Assessment of Student Thinking (FAST) Progress Monitoring (PM) result**



- Download Detailed Report to generate a pdf file:

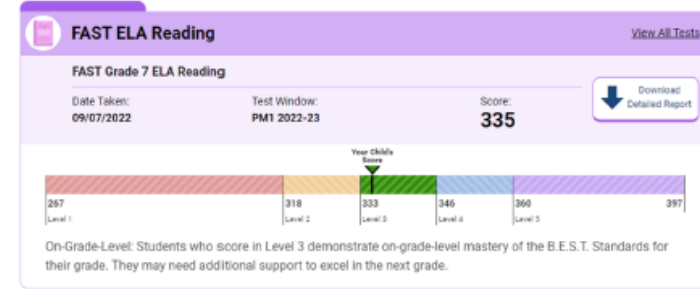


- Glossary, Guide and Resources drop-down menus provide additional information:

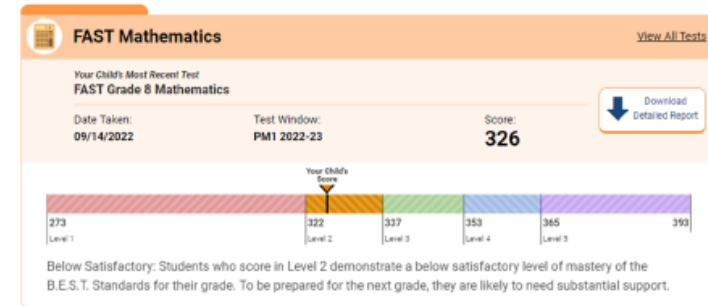
[Print](#) [Sign Out](#)



**EJEMPLO: Resultados para el seguimiento del progreso (Progress Monitoring, PM, por sus siglas en inglés) de la Evaluación de Florida para el Razonamiento Estudiantil (Florida Assessment of Student Thinking, FAST, por sus siglas en inglés).**



**EJEMPLO: Resultados para el seguimiento del progreso (Progress Monitoring, PM, por sus siglas en inglés) de la Evaluación de Florida para el Razonamiento Estudiantil (Florida Assessment of Student Thinking, FAST, por sus siglas en inglés).**



- Descargar informe detallado para generar un archivo pdf :



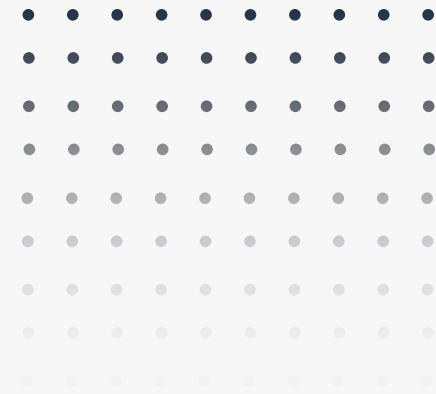
- Información adicional mediante los menús disponibles, el glosario, y la guía de recursos:

[Print](#) [Sign Out](#)



# 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 the 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 or agenda daily for any teacher communication
3. Join your child's teachers' Class Dojo
4. Make sure your child is completing:
  - i-Ready 45/60 minutes for Reading and 45/60 minutes for Math and passing 2-3 lessons with at least 75% (weekly)
  - Assigned iXL lessons (weekly)
  - Reading their AR books daily and passing their AR quiz at school
  - Imagine Learning (30 minutes daily) for ESOL Level 1 students less than 2 years



# Available Resources

- **FAST Assessment Portal**

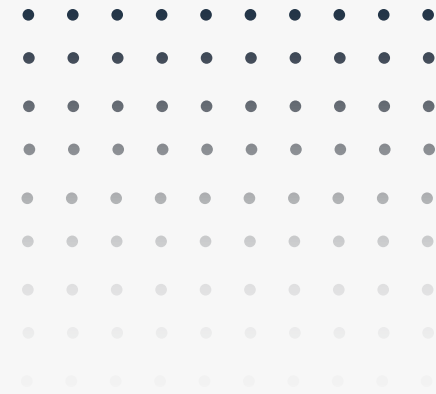
- <https://www.fldoe.org/accountability/assessments/k-12-student-assessment/best/>

- **Sample Tests**

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

- **Grade 3 Fact Sheet**

- <https://www.fldoe.org/core/fileparse.php/20102/urlt/2425FASTGrd310FS.pdf>



# Student Data Form

## F.A.S.T. Levels

- Range from Levels 1-5
- 1 being the lowest and 5 being the highest
- Level 3 is considered on grade 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 3 Mathematics	140-182	183-197	198-208	209-224	225-260

## i-Ready

- The goal for AP1 : Early 3 or above
- The goal for AP2: Mid 3 or above



## Third Grade Student Data Form

Student Name: ALEN, ARIANI

Homeroom: 305

Regular and punctual attendance is important for your child's educational success. If your child is absent, leaves school early or arrives late, they will miss important classroom instruction.

Excused Absences: **2**

Unexcused Absences: **4**

Excused Early: **4**

Tardies: **1**

### F.A.S.T.

READING		MATHEMATICS	
<b>Progress Monitoring 1</b> August-September 2024	Level 1 182	<b>Progress Monitoring 1</b> August-September 2024	Level 1 174
<b>Progress Monitoring 2</b> December 2024	Level 1 183	<b>Progress Monitoring 2</b> December 2024	Level 2 186

### i-Ready

READING		MATHEMATICS	
<b>AP 1</b> September-October 2024	Grade K	<b>AP 1</b> September-October 2024	Grade 2
<b>AP 2</b> January-February 2025	Grade 1	<b>AP 2</b> January-February 2025	Grade 2

### Academic Grades

READING		MATHEMATICS	
Academic Grade Quarter 1	F	Academic Grade Quarter 1	B
Academic Grade Quarter 2	F	Academic Grade Quarter 2	C

**Thank you!**

