



FLORIDA DEPARTMENT OF
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Understanding FAST and B.E.S.T. Reports for Families

September 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 the B.E.S.T. standards for Algebra 1 and Geometry were first administered in Winter 2022. Starting with the 2023-2024 school year, the FAST ELA Reading Retake assessment will be offered.

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 2022-2023 school year and PM1 of the 2023-2024 school year, student achievement levels are provisional, and are linked to the 2021-2022 reporting scale, as required by Florida law. For PM2 of the 2023-2024 school year and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement expectations in fall of 2023.
- Students will receive an overall scale score and achievement level for the score on the linked 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 classroom 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.

Scale Scores and Achievement Levels

For the 2022-2023 school year and PM1 of the 2023–2024 school year, FAST ELA Reading, FAST ELA Reading Retake, FAST Mathematics, and B.E.S.T. Algebra 1 and Geometry EOC provisional **Scale Scores** and **achievement levels** are linked to the 2021-2022 score scale. Standard setting took place in Summer 2023 to establish a new FAST scale. Starting in Winter 2023 and beyond, scores will be reported on the new scale after the State Board of Education adopts new student achievement expectations. Scores for Fall 2023/PM1 will also be provided using the new scale at a later time. The scales on which students receive scores differ by grade and subject. 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 will show a student’s performance for all three windows for comparison, if the student participated in each PM opportunity.

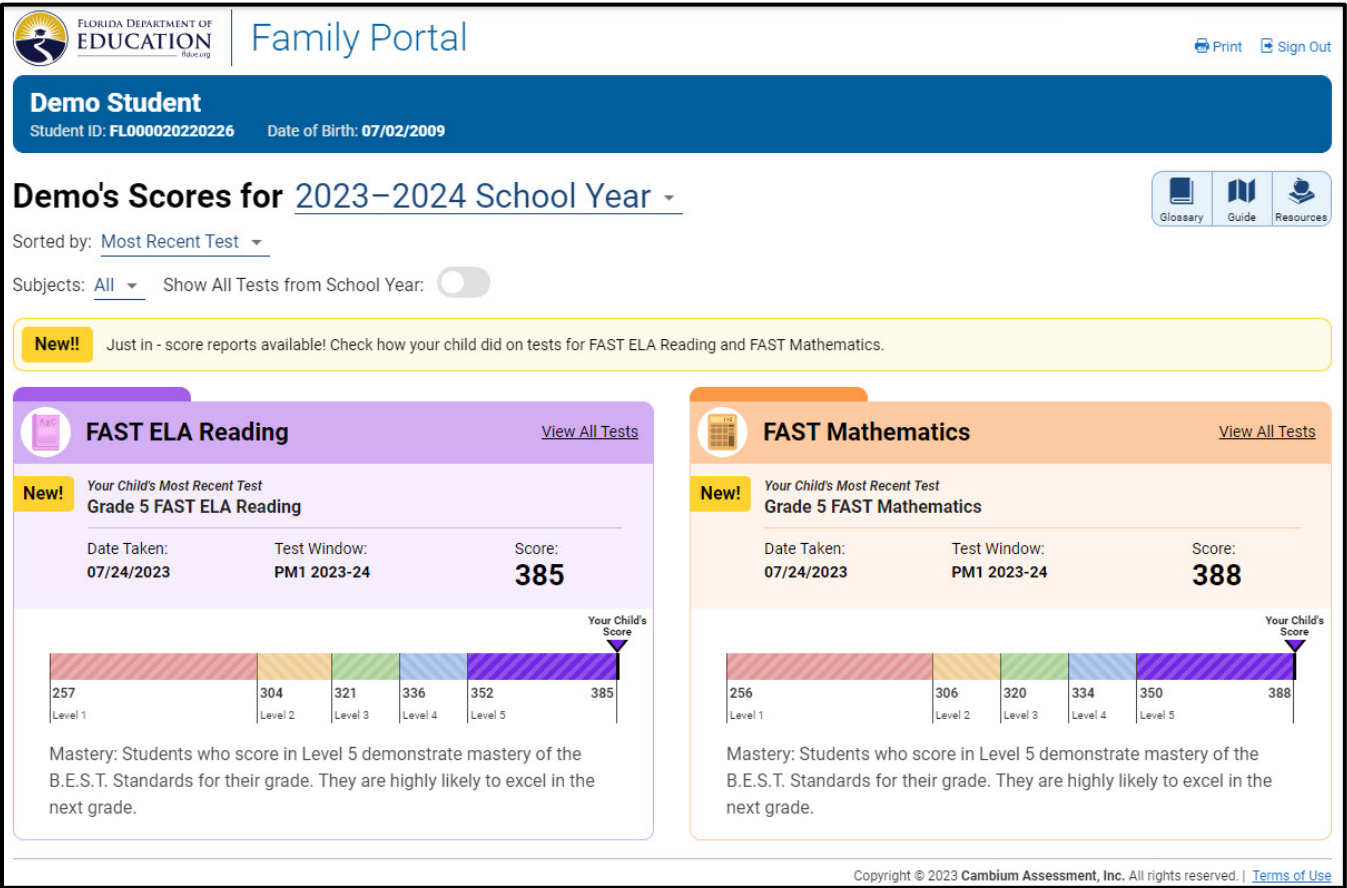
Family Portal

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. 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 Home 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

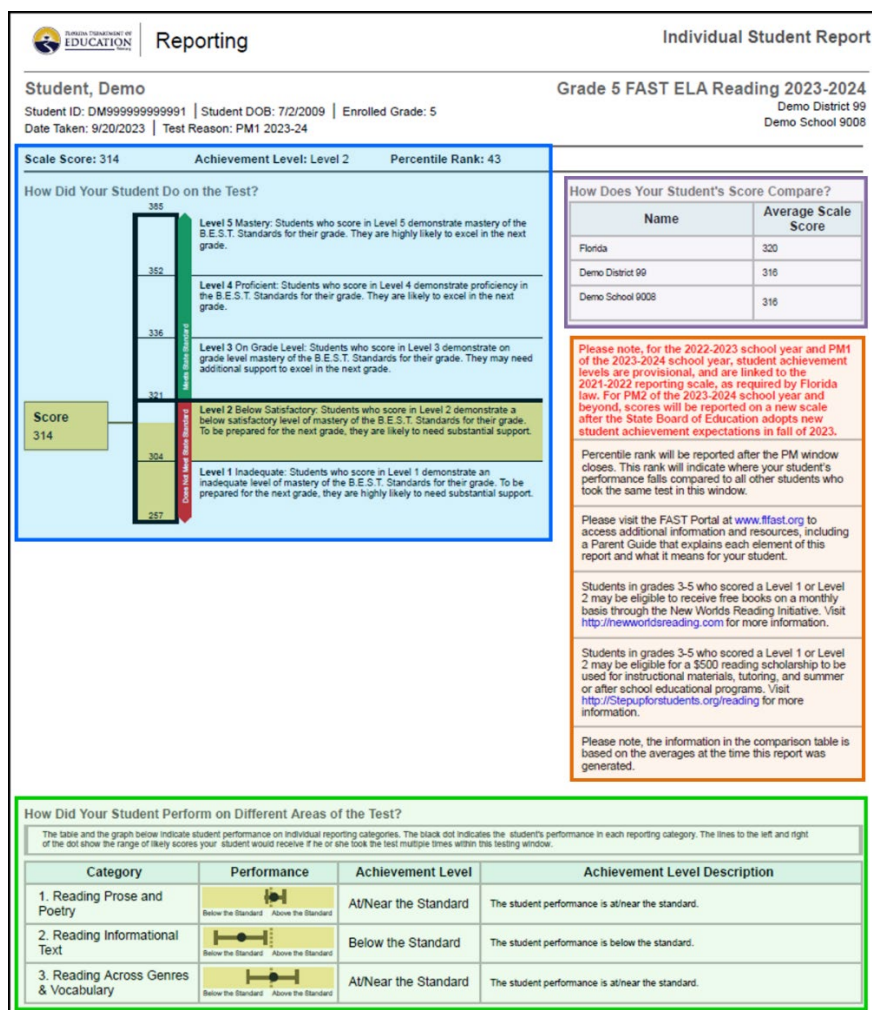
A simple student report may be created by teachers. This is a one-page report that provides a summarized overview of a student's performance. The simple ISR is the same for all subjects.

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 ELA Reading 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.

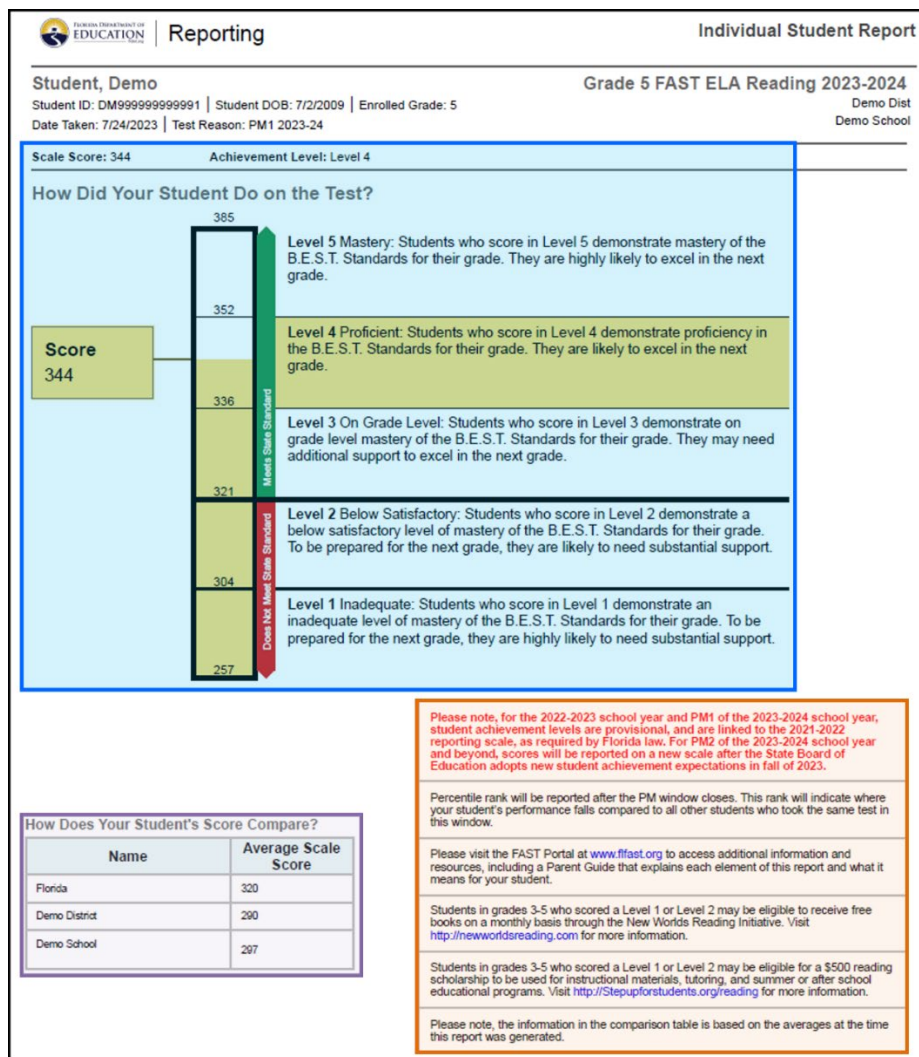
FAST Grades 3–10 Reading and Grades 3–8 Mathematics Detailed ISR

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 ELA Reading 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.
- **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

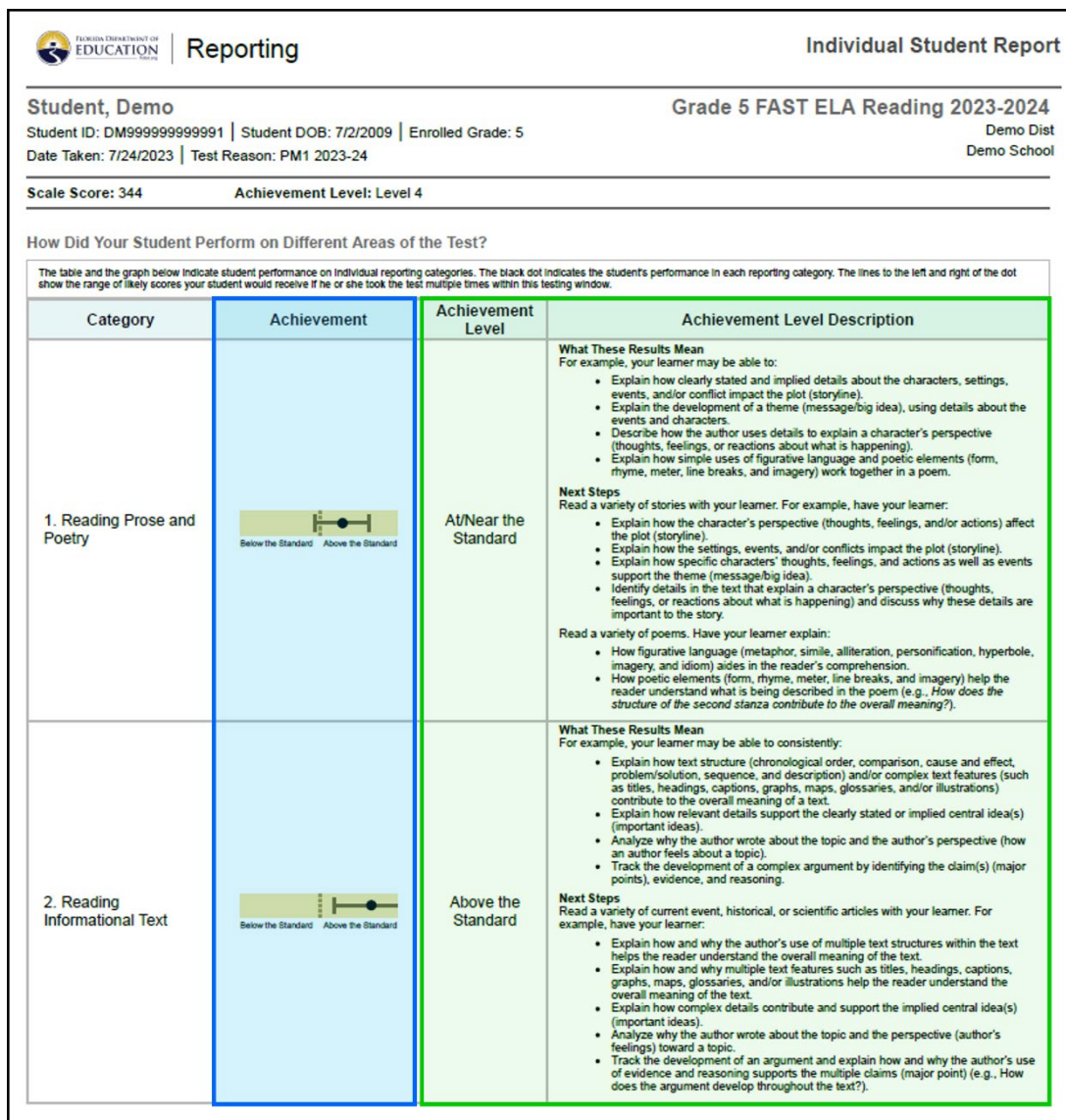


Pages 2 and 3 of the FAST Detailed Individual Student Report

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



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.

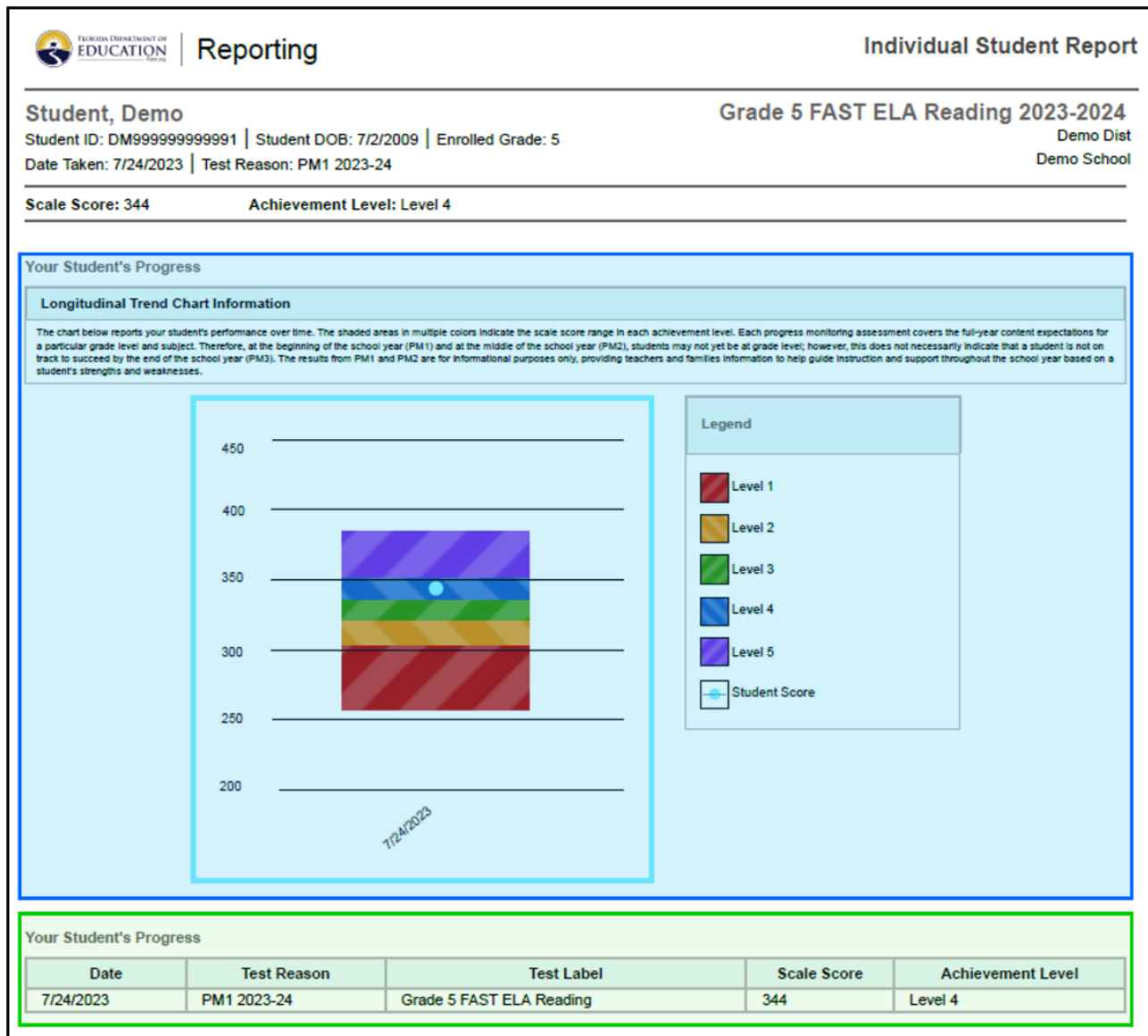
- **Longitudinal Trend Chart:** The **blue**-shaded area displays a student's achievement level over time. The bottom of the chart indicates the date when the student took each test so you can compare performance between PM1, PM2, and PM3.



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 and time 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 12–14 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


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Reporting

Individual Student Report

Student, Demo

Grade 5 FAST ELA Reading 2023-2024

Student ID: DM999999999999 | Student DOB: 7/2/2009 | Enrolled Grade: 5

Demo Dist

Date Taken: 7/24/2023 | Test Reason: PM1 2023-24

Demo School

Scale Score: 344

Achievement Level: Level 4

How Did Your Student Perform on Each Test Question?

1. Reading Prose and Poetry			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
8	RP ELA.5.R.1.3	Describe how an author develops a character's perspective in a literary text.	1/1
9	RP ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	1/1
10	RP ELA.5.R.1.3	Describe how an author develops a character's perspective in a literary text.	1/1
11	RP ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text.	1/1
12	RP ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	1/1
14	RP ELA.5.R.1.4	Explain how figurative language and other poetic elements work together in a poem.	1/1
15	RP ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text.	1/1
17	RP ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text.	1/1
32	RP ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	0/1
33	RP ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.	1/1
35	RP ELA.5.R.1.3	Describe how an author develops a character's perspective in a literary text.	1/1
37	RP ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text.	1/1

2. Reading Informational Text			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
3	RI ELA.5.R.2.3	Analyze an author's purpose and/or perspective in an informational text.	1/1
4	RI ELA.5.R.2.1	Explain how text structures and/or features contribute to the overall meaning of texts.	1/1
5	RI ELA.5.R.2.3	Analyze an author's purpose and/or perspective in an informational text.	1/1
7	RI ELA.5.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.	0/1
20	RI ELA.5.R.2.1	Explain how text structures and/or features contribute to the overall meaning of texts.	1/1
21	RI ELA.5.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.	1/1
25	RI ELA.5.R.2.4	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.	1/1
26	RI ELA.5.R.2.4	Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.	1/1
27	RI ELA.5.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.	1/1
28	RI ELA.5.R.2.3	Analyze an author's purpose and/or perspective in an informational text.	1/1

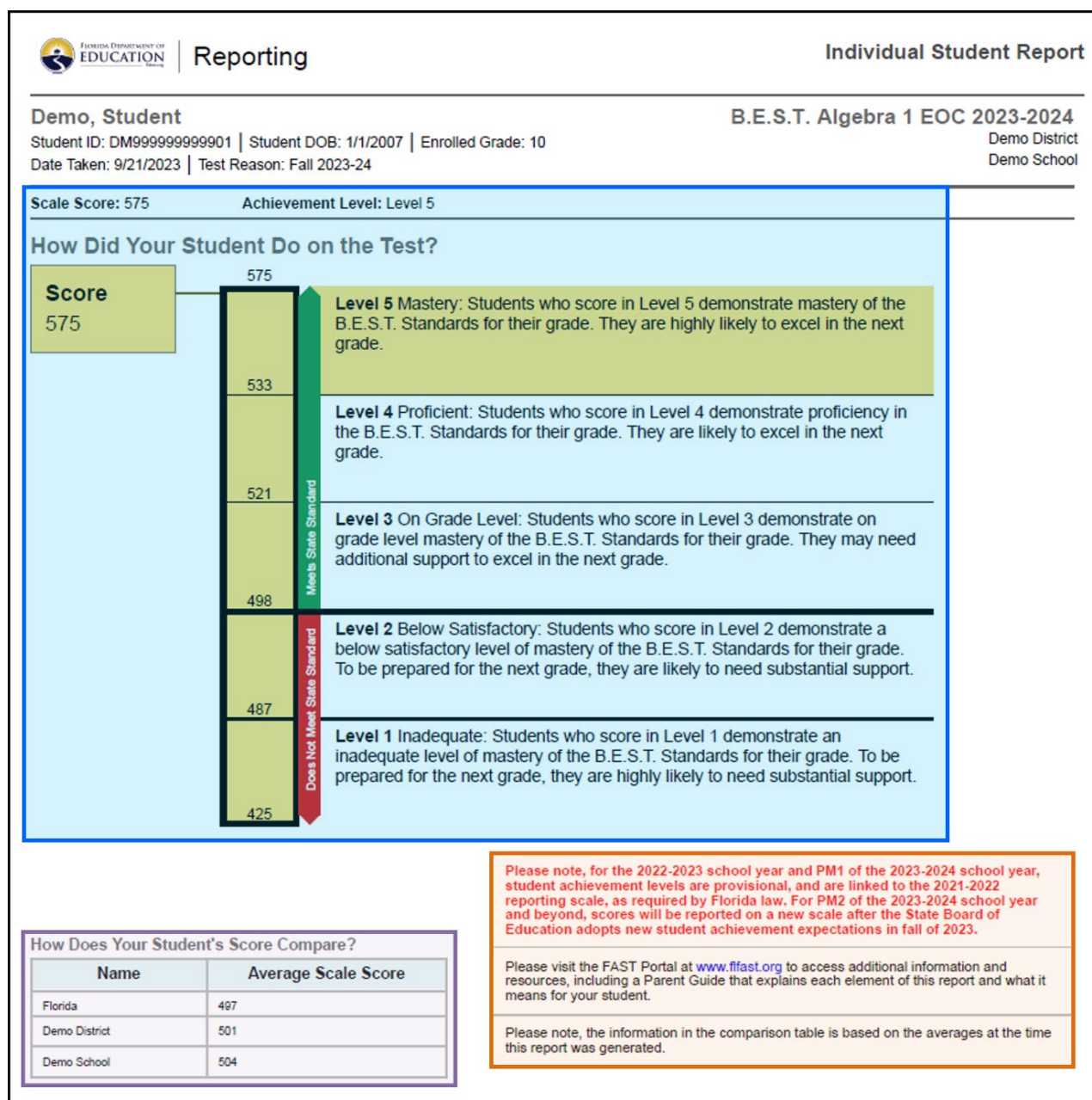
FAST ELA Reading Retake and B.E.S.T. EOC Detailed Individual Student Report

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

Figure 7. Page 1 of the B.E.S.T. EOC Detailed Individual Student Report

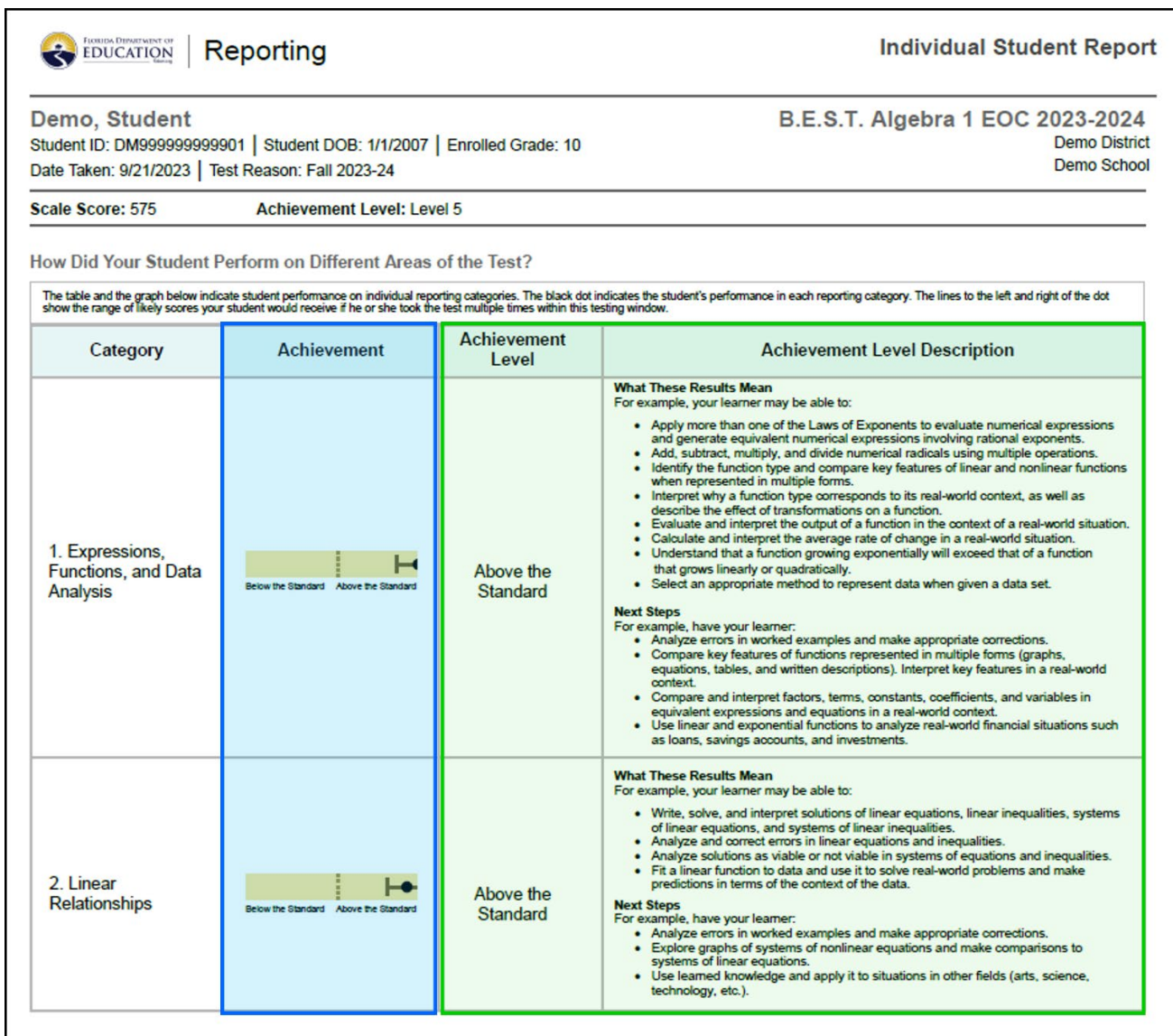


Pages 2 and 3 of the FAST ELA Reading Retake and B.E.S.T. EOC Detailed Individual Student Report

The second and third pages of the ISR contain the student's achievement level (below, at/near, or above the standard) for each reporting category on the test. These classifications indicate a student's level of success with items that assess the benchmarks within each category.

- **Box and Whisker Plots:** The **blue**-shaded area contains a diagram for each reporting category, which represents the student's performance relative to the standard. The dashed line represents on grade level. The location of the black dot indicates the student's performance in the reporting category. The lines to the left and right of the dot display the range of likely scores that the student would receive if he or she took the test multiple times within the testing window.
- **Enhanced Achievement Level Descriptions:** The **green**-shaded area indicates whether the student performed *below, at/near, or above the standard* in each reporting category. The description includes an explanation of the student's strengths and weaknesses as well as next steps parents can take to help the student make progress in their learning.

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




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



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Reporting

Individual Student Report

Demo, Student

Student ID: DM99999999901

Student DOB: 1/1/2007

Enrolled Grade: 10

Date Taken: 9/21/2023

Test Reason: Fall 2023-24

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

Demo District

Demo School

Scale Score: 575

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
4	EFDA MA.912.F.2 MA.912.F.2.1	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
8	EFDA MA.912.AR.1 MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	1/1
11	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
16	EFDA MA.912.AR.1 MA.912.AR.1.2	Rearrange equations or formulas to isolate a quantity of interest.	0/1
21	EFDA MA.912.NSO.1 MA.912.NSO.1.1	Extend previous understanding of the Laws of Exponents to include rational exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions involving rational exponents.	1/1
24	EFDA MA.912.NSO.1 MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	0/1
28	EFDA MA.912.NSO.1 MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	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.NSO.1 MA.912.NSO.1.2	Generate equivalent algebraic expressions using the properties of exponents.	1/1

2. Linear Relationships

Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
1	LR MA.912.AR.2 MA.912.AR.2.2	Write a linear two-variable equation to represent relationships between quantities from a graph, a written description or a table of values within a mathematical or real-world context.	1/1
7	LR MA.912.AR.2 MA.912.AR.2.3	Write a linear two-variable equation for a line that is parallel or perpendicular to a given line and goes through a given point.	0/1
10	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
15	LR MA.912.AR.2 MA.912.AR.2.5	Solve and graph mathematical and real-world problems that are modeled with linear functions. Interpret key features and determine constraints in terms of the context.	1/1
18	LR MA.912.AR.2 MA.912.AR.2.6	Given a mathematical or real-world context, graph the solution set to a two-variable linear inequality.	0/1
22	LR MA.912.AR.9 MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	1/1
27	LR MA.912.AR.9 MA.912.AR.9.4	Graph the solution set of a system of two-variable linear inequalities.	1/1
30	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
35	LR MA.912.F.1 MA.912.F.1.5	Compare key features of linear functions each represented algebraically, graphically, in tables or written descriptions.	0/1

3. Non-Linear Relationships

Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
3	NLR MA.912.AR.3 MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	1/1
5	NLR MA.912.AR.3 MA.912.AR.3.8	Solve and graph mathematical and real-world problems that are modeled with quadratic functions. Interpret key features and determine domain constraints in terms of the context.	1/1
9	NLR MA.912.AR.4 MA.912.AR.4.1	Given a mathematical or real-world context, write and solve one-variable absolute value equations.	1/1
13	NLR MA.912.AR.3 MA.912.AR.3.4	Write a quadratic function to represent the relationship between two quantities from a graph, a written description or a table of values within a mathematical or real-world context.	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. Please remember that these levels are from the 2021-22 performance scale. New achievement levels for the FAST scale will be available for PM2 of the 2023-2024 school year. Achievement levels range from Level 1 to Level 5. For all assessments, Level 3 indicates on grade level performance.

Achievement Levels



Inadequate:

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

Below

Satisfactory:

Likely to need substantial support for the next grade/course

On Grade Level:

May need additional support for the next grade/course

Proficient:

Likely to excel in the next grade/course

Mastery:

Highly likely to excel in the next grade/course

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

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.

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.

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Office of Assessment
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

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