

**DREK8**



**F.A.S.T**

**Florida Assessment of Student Thinking**

3<sup>RD</sup> GRADE

F.A.S.T. PARENT MEETING

# 3<sup>RD</sup> GRADE TEACHERS

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MS. RIVAS



MS. PEREZ



MS. GARCIA



MS. JARAMILLO

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

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- 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

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**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.*

# SESSION LENGTHS

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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

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Assessment	Dates Administered
Grade 3 Reading Student Portfolio	January –May 2025
Florida Assessment of Student Thinking (FAST) PM3	May 1 – May 30, 2025
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 (FAST) PM3.**

# 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

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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)



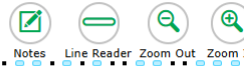
# WHAT IS BEING ASSESSED?

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- (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



1	2	3	4	5	6	7
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## 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

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)

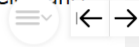
# ELA SAMPLE 2



Presentation last saved: Just now



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## 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



## 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?

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- **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

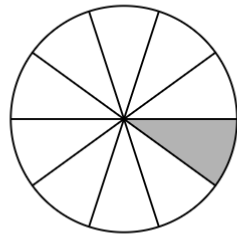


1

GUEST, GUEST



A circle with one part shaded is shown.



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

A calculator interface with a grid of buttons. The buttons are arranged as follows:

←	→	↶	↷	✖
1	2	3		
4	5	6		
7	8	9		
0	$\frac{\square}{\square}$			

# MATH SAMPLE 2



3

GUEST, GUEST



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

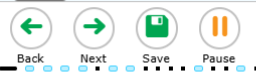
- 6 students bring science fiction books.
- 3 students bring comic books.
- The rest of the students bring fantasy books.

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

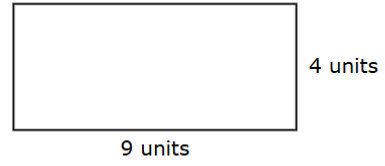


11

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










Fax 800-914-0004  
[www.myflfamilies.com/service-programs/abuse-hotline/report-online.shtml](http://www.myflfamilies.com/service-programs/abuse-hotline/report-online.shtml)

### My Personal Info

Student ID:  
Student FLEID:  
eMail:  
Statewide Assessment Reports Access Code:  
[Click here for instructions.](#)

### My Location Info

Phone:  
Fax:



### Class Schedule

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! Is the e-book link below not working? Don't worry, go to Schoolology! As



## 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.

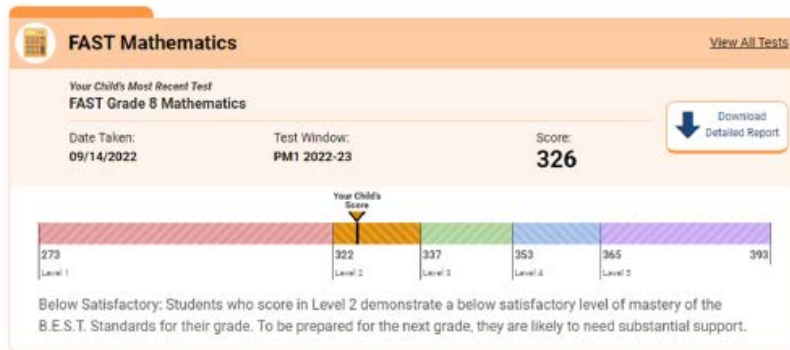
- Visite el Portal de Evaluaciones Estatales de Florida (*Florida Statewide Assessments Portal*) en: <https://flfast.org/fast.html> o vaya al enlace directo: <https://fl-familyportal.cambiumast.com/#/>

- 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:

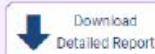
**SAMPLE: Florida Assessment of Student Thinking (FAST) Progress Monitoring (PM) result**



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



- **Download Detailed Report to generate a pdf file:**



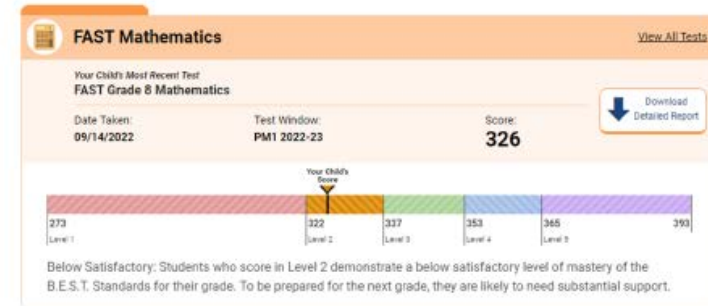
- **Glossary, Guide and Resources drop-down menus provide additional information:**



**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:**



# THIRD GRADE PROMOTION

## REQUIREMENTS F.S.1008.25

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1. FAST- Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) score of Level 2 or higher
2. Grade 3 Reading Student Portfolio - performance on each BEST ELA grade 3 Standards rated as acceptable ("Good Cause" criteria),
3. i-Ready Diagnostic #3 administered prior to the end of the school year - reading percentile rank score of 50 or higher.
4. Alternative Assessment for Grade 3 Promotion (administered at the end of summer reading camps)
5. Grade 3 Mid-year promotion (administered in the fall, following retention)

The Grade 3 Reading Student Portfolio represents a student's second opportunity to be promoted to grade 4 for the subsequent school year. It was developed as part of an ongoing effort to document student mastery of the B.E.S.T. ELA Florida Standards that are assessed on the FAST assessment. The district established the portfolio committee which recommended that evidence be collected for all third-grade students and that the evidence be uniform throughout the district in order to ensure equity across schools.



# **GOOD CAUSE EXEMPTIONS**

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Students in grade 3 must achieve a LEVEL 2 or higher on PM3 of the Grade 3 FAST ELA Reading Assessment for promotion purposes. Good Cause Exemptions for those students who score in LEVEL 1 are as follows:

1. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers Of Other Languages program based on the Date Of Entry into a U.S. school (DEUS).
2. Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of s.1008.212.
3. Students who demonstrate an acceptable level of performance On an alternative standardized reading or English Language Arts assessment approved by the State Board of Education.
4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
5. Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan (IEP), or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
6. Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.

# PORTFOLIOS

The Grade 3 Reading Student Portfolio is administered to all students in grade 3 over the course of the second semester of the school year, between January through May. The portfolio assessment consists of sets of reading passages and accompanying questions, which are aligned to the Florida Standards. All students in grade 3 should complete the portfolio assessment. The results may be used to demonstrate reading proficiency to justify “good cause” promotion to grade 4 if specified criteria on the Grade 3 Florida Assessment of Student Thinking (FAST) English Language Arts Standards are not met.

The State Board of Education established guidelines for the portfolios. As per the guidelines, fifty percent of the passages must be literary, and the remaining passages must be informational. The length of the passages may vary from 100-700 words, with an average of 500 words. The portfolio must align to the B.E.S.T. Standards.

The purpose of the portfolio is to gather information on student reading proficiency over a period of time, the students must complete a series of passages at various times throughout the second semester rather than within a particular testing window. The evidence must be obtained through a cold read; that is, the first time a student sees a passage he/she must read the passage and respond to the accompanying questions without any assistance from an adult or other student.

# 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 math ideas with your child and have them explain these to you using pictures, graphs, etc.

# PARENT TIPS

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1. Check the E-Gradebook once a week
2. Check your child's folder or agenda daily for any teacher communication
3. 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



# REMINDERS

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- Make sure your child gets a good night's sleep and eats a good breakfast before the test
- Make sure your child arrives to school on time. Students should be in their classroom no later than 8:35 am
- Electronic devices are not allowed

# AVAILABLE RESOURCES

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- **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>

# DATA LEVELS

## 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

## iReady

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



**THANK YOU!**

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