

State of Florida

Florida Assessment of Student Thinking (FAST), Benchmarks for Excellent Student Thinking (B.E.S.T.), and Science & Social Studies Statewide Assessments

2024–2025

Volume 6 Score Interpretation Guide

ACKNOWLEDGMENTS

This technical report was produced on behalf of the Florida Department of Education (FDOE). Requests for additional information concerning this technical report or the associated appendices should be directed to Dr. Salih Binici at FDOE (Salih.Binici@fldoe.org).

Major contributors to this technical report include the following staff from Cambium Assessment, Inc. (CAI): Dr. Myvan Bui, Dr. Peter Diao, Dr. Sherry Li, Daniel Lam, Matt Gordon, Zoe Dai, Oliver Brown, Dr. Yuan Hong, and Josephine Tolosa. Major contributors from FDOE include Dr. Salih Binici, Dr. Esra Kocyigit, Susie Lee, and Jenny Black.

TABLE OF CONTENTS

1. FLORIDA SCORE REPORTS.....	1
1.1 Overview of Florida’s Score Reports.....	2
1.2 Overall Scores and Reporting Categories	2
1.3 Achievement-Level Descriptors.....	4
1.4 Florida Reporting System Reports	5
1.4.1 Florida Reporting System Dashboard.....	5
1.4.2 Summary Results for a Particular Test.....	7
1.4.3 Reporting Category-Level Results.....	7
1.4.4 Standard-Level Strengths and Weaknesses Results.....	8
1.4.5 Roster Performance Report.....	9
1.4.6 Student Performance Report.....	9
1.4.7 Individual Student Report.....	10
1.4.8 Longitudinal Reports	16
1.4.9 Cross-Sectional Report.....	18
1.4.10 Breakdown by Subgroups	20
1.4.11 State-Level Summary.....	21
1.4.12 Student Data File.....	22
1.4.13 Family Portal.....	22
2. CALCULATION OF STUDENT SCORES.....	29
2.1 Theta Score Estimation	29
2.2 Scale Scores.....	29
2.3 Alternate Passing Score.....	29
2.4 Standard Errors.....	30
3. INTERPRETATION OF REPORTED SCORES.....	32
3.1 Business Rules.....	32
3.1.1 Inclusion in Aggregation	32
3.1.2 Aggregation	32
3.1.3 Student Mobility Rules.....	33
3.1.4 Minimum Group Size.....	33
3.1.5 Scale Scores	33
3.1.6 Alternate Passing Scores	33
3.1.7 Reporting Categories.....	33
4. APPROPRIATE SCORE USES	34
4.1 Individual Students.....	35
4.2 Groups of Students.....	35

5. CAUTIONS FOR SCORE USE	37
5.1 Understanding Measurement Error	37
5.2 Using Scores at Extreme Ends of the Distribution.....	37
5.3 Interpreting Score Means	38
5.4 Using Reporting Category Information.....	38
5.5 Program Evaluation Implications.....	38
6. DATA FORENSIC ANALYSIS OF TEST DATA	39
REFERENCES.....	40

LIST OF APPENDICES

- A. *TIDE User Guide*
- B. Understanding Florida Statewide Assessments Reports
- C1. FAST and B.E.S.T. Achievement-Level Descriptors
- C2. Science and Social Studies Achievement-Level Descriptors
- D. Understanding FAST and B.E.S.T. EOC Reports for Families
- E. *Florida Reporting System User Guide*
- F. *Florida Reporting System Quick Guide*
- G. Understanding Florida Reporting System Reports

LIST OF TABLES

Table 1: Reporting Categories for ELA.....	3
Table 2: Reporting Categories for Mathematics.....	3
Table 3: Reporting Categories for Mathematics EOC.....	3
Table 4: Reporting Categories for Science and Social Studies.....	4
Table 5: School Type.....	32

LIST OF FIGURES

Figure 1: Dashboard.....	6
Figure 2: Detailed Dashboard: District Level.....	6
Figure 3: Summary Results for FAST Grade 7 Mathematics: District Level.....	7
Figure 4: Reporting Category-Level Results for FAST Grade 3 ELA Reading: District Level.....	8
Figure 5: Standard-Level Results for FAST Grade 3 ELA Reading: District Level.....	8
Figure 6: Roster Performance Report for FAST Grade 4 ELA Reading.....	9
Figure 7: Student Performance Report for FAST Grade 4 ELA Reading.....	10
Figure 8: Student Records with Statuses Other than Reported for FAST Grade 4 ELA Reading.....	10
Figure 9: Individual Student Report for FAST Grade 8 ELA Reading.....	12
Figure 10: Individual Student Report for FAST Grade 8 ELA Reading with Reporting Categories and Next Steps.....	13
Figure 11: ISR for FAST Grade 8 ELA Reading with Longitudinal Graph of Current School Year (PM1–3).....	14
Figure 12: ISR for FAST Grade 8 ELA Reading with Longitudinal Graph of Current and Previous School Year Comparison.....	15
Figure 13: ISR for FAST Grade 8 ELA Reading with Student Performance for Each Test Question.....	16
Figure 14: Longitudinal Report Window: Report for Multiple Students with Multiple Reporting Categories for the Current Year: District Level.....	17
Figure 15: Longitudinal Report Window: Report for Multiple Students with Multiple Reporting Categories Compared Across Previous Years: District Level.....	17
Figure 16: Longitudinal Report Window: Report for a Single Student with Multiple Reporting Categories.....	18
Figure 17: Cross-Sectional Report: Breakdown of Overall and Reporting Category Performance.....	19
Figure 18: Cross-Sectional Report: Performance by Benchmark.....	20
Figure 19: Breakdown Attributes.....	20
Figure 20: Algebra Retaker Breakdown.....	21
Figure 21: State Dashboard for FAST Progress Monitoring 1.....	21
Figure 22: Family Portal Log-In Screen.....	23
Figure 23: Family Portal Dashboard.....	23
Figure 24: Family Portal Overall Subject Page.....	24
Figure 25: Family Portal Category Results Page.....	24
Figure 26: Family Portal Test Questions Page.....	25
Figure 27: Family Portal Student Progress and Longitudinal Report Page.....	26

Figure 28: Family Portal Resources Page: Strategies to Improve Your Student’s Understanding 27

Figure 29: Family Portal Resources Page: Additional Resources 28

1. FLORIDA SCORE REPORTS

Beginning with the 2022–2023 school year, Florida’s statewide, standardized assessments in English language arts (ELA) reading, ELA writing, mathematics, and Algebra 1 and geometry end-of-course (EOC) assessments were aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.). Assessments for science and social studies remain aligned to Florida’s State Academic Standards that were adopted in 2008. Revised Civics and Government (CG) standards were adopted by the State Board of Education on July 14, 2021, after House Bill 807 (2019) required FDOE to complete a review of the statewide Civics education course standards. These science and social studies standards were previously referred to as Next Generation Sunshine State Standards (NGSSS).

Florida implemented new computer-adaptive tests (CATs) for operational use beginning with the 2022–2023 school year for ELA reading, and mathematics, and in 2023–2024 for science and social studies. Before this change, assessments were administered in fixed-form online and paper tests. This new assessment program for grades 3–10 ELA reading and grades 3–8 mathematics, referred to as the Florida Assessment of Student Thinking (FAST), replaced the Florida Standards Assessments (FSA) in ELA reading and mathematics. The FAST tests are now computer-adaptive, progress-monitoring (PM) assessments administered three times a year. By statute, all Florida public school students are required to participate in the statewide assessments.

The grades 4–10 ELA writing and Algebra 1 and geometry EOC tests are considered B.E.S.T. assessments and are not part of the FAST progress monitoring program. The B.E.S.T. writing assessment was first administered in spring 2023 as a field test given to a representative sample of Florida students. Beginning with the 2023–2024 school year, ELA writing has been administered during each spring test administration. FSA Algebra 1 EOC and ELA grade 10 retake assessments were administered until the end of spring 2024 for students for whom it is their graduation requirement and who have completed four years of high school. Throughout this technical report, the phrase “Florida Statewide Assessments” may be used to refer to a collection of tests administered to Florida students.

During the spring 2025 testing window, the following tests were administered to Florida students: FAST grades 3–10 ELA reading, FAST grades 3–8 mathematics, grades 5 and 8 science, B.E.S.T. EOC (Algebra 1 and geometry), Biology 1, U.S. History, and Civics, as well as B.E.S.T. writing. In addition, the grade 10 ELA Retake and Algebra 1 Retake were offered to students who needed to retake the test for graduation purposes. In addition, the FAST ELA reading retake is offered to students who need to retake the test for graduation purposes.

For computer-based tests, a paper-based version was provided as an accommodation for eligible students, according to their Section 504 Plans or Individual Educational Plans (IEPs). Student responses from the paper-based tests were transcribed into the Data Entry Interface (DEI) to ensure timely results.

The purpose of this volume—the Score Interpretation Guide—is to document the features of the Florida Reporting System (FRS). FRS is designed to assist stakeholders in reviewing and downloading test results and in understanding and appropriately using the results of the state assessments. Additionally, this volume describes the score types reported, the score report features

of the score report, and the appropriate uses and inferences that can be drawn from these score types.

1.1 OVERVIEW OF FLORIDA’S SCORE REPORTS

Florida FAST Grades 3–10 ELA reading, FAST Grade 10 ELA Reading Retake, FAST Grades 3–8 mathematics, B.E.S.T. EOC, Grades 5 and 8 science, Biology 1, U.S. History, Civics, and B.E.S.T. writing were administered in the spring. Beginning with the 2023–2024 school year, B.E.S.T. ELA writing scores were reported separately and did not contribute to an overall ELA score.

During the 2024–2025 school year, ELA, mathematics, and B.E.S.T. EOC test scores were reported using the Florida Reporting System (FRS). In spring 2025, scores for the Grades 5 and 8 science, Biology, U.S. History, and Civics tests were also reported in FRS. FRS provided detailed information on student achievement along with aggregated summaries at the state, district, and school levels. In addition, individual student reports (ISRs) were made available to families through the Family Portal, enabling parents and students to access their results directly.

FRS is designed to support educators in understanding how well students have performed on statewide assessments. As an online tool, FRS delivers timely and relevant score reports to educators and other stakeholders. Recognizing that many users are not technical measurement experts, FRS has been intentionally developed to present assessment results in a clear and accessible format. This is achieved by using simple language so that users can quickly understand assessment results and make inferences about student achievement. FRS is also designed to present student achievement in a uniform format. For example, similar colors are used for groups of similar elements, such as achievement levels, throughout the design. This design strategy allows readers to compare similar elements and avoid comparing dissimilar elements.

Access to the reports provided in FRS depends on each user’s role and their school and district associations. These roles are assigned in CAI’s Test Information Distribution Engine (TIDE). Once authorized, users log in to FRS and view the dashboard, which shows overall test results for all tests that students have taken, grouped by test family (e.g., FAST ELA Reading PM1). Once the user clicks the test family that he or she wants to explore further, it will take them to the detailed dashboard, where results are shown by test (e.g., Grade 7 ELA reading). Additionally, when authorized state-level users log in to FRS and select “State View,” FRS generates a summary of student achievement data for a test across the entire state.

Generally, FRS provides two categories of online score reports: (1) aggregate score reports and (2) individual student score reports. Detailed information about the online score reports and instructions on how to navigate the online score reporting system can be found in the *Florida Reporting System User Guide 2025* and *Florida Reporting System Quick Guide* (Appendices E and F), located via a help button on FRS.

1.2 OVERALL SCORES AND REPORTING CATEGORIES

Each student receives a single overall scale score for each subject tested if there is a valid score to report. This overall score is based only on the operational items on the assessment. In the State Student Results (SSR) and District Student Results (DSR) data files, the overall scale score and overall achievement level, as well as the theta score, scale score, and achievement level by

reporting category, are calculated if the test record is assigned a Score Status Flag of 1 or 9, indicating that a score is available and has been reported. The computation of the various student scores is outlined in this volume of the technical report in Section 2, Calculation of Student Scores, and discussed further in Volume 1, Annual Technical Report.

Tables 1-4 display the reporting categories by test subject and grade level.

Table 1: Reporting Categories for ELA

Grades	Reporting Category
3–10	<ul style="list-style-type: none"> • Reading Prose and Poetry • Reading Informational Text • Reading Across Genres & Vocabulary
Retake	<ul style="list-style-type: none"> • Reading Prose and Poetry • Reading Informational Text • Reading Across Genres & Vocabulary

Table 2: Reporting Categories for Mathematics

Grade	Reporting Category
3	<ul style="list-style-type: none"> • Number Sense and Additive Reasoning • Number Sense and Multiplicative Reasoning • Fractional Reasoning • Geometric Reasoning, Measurement, and Data Analysis and Probability
4	<ul style="list-style-type: none"> • Number Sense and Operations with Whole Numbers • Number Sense and Operations with Fractions and Decimals • Geometric Reasoning, Measurement, and Data Analysis and Probability
5	<ul style="list-style-type: none"> • Number Sense and Operations with Whole Numbers • Number Sense and Operations with Fractions and Decimals • Algebraic Reasoning • Geometric Reasoning, Measurement, and Data Analysis and Probability
6	<ul style="list-style-type: none"> • Number Sense and Operations • Algebraic Reasoning • Geometric Reasoning, Data Analysis and Probability
7	<ul style="list-style-type: none"> • Number Sense and Operations and Algebraic Reasoning • Proportional Reasoning and Relationships • Geometric Reasoning • Data Analysis and Probability
8	<ul style="list-style-type: none"> • Number Sense and Operations and Probability • Algebraic Reasoning • Linear Relationships, Data Analysis, and Functions • Geometric Reasoning

Table 3: Reporting Categories for Mathematics EOC

Course	Reporting Category
Algebra 1	<ul style="list-style-type: none"> • Expressions, Functions, and Data Analysis • Linear Relationships • Non-Linear Relationships

Course	Reporting Category
Geometry	<ul style="list-style-type: none"> • Logic, Relationships, and Theorems • Congruence, Similarity, and Constructions • Measurement and Coordinate Geometry

Table 4: Reporting Categories for Science and Social Studies

Course	Reporting Category
Biology 1	<ul style="list-style-type: none"> • Molecular and Cellular Biology • Classification, Heredity, and Evolution • Organisms, Populations, and Ecosystems
Grade 5 Science	<ul style="list-style-type: none"> • Nature of Science • Earth and Space Sciences • Physical Sciences • Life Sciences
Grade 8 Science	<ul style="list-style-type: none"> • Nature of Science • Earth and Space Sciences • Physical Sciences • Life Sciences
Civics	<ul style="list-style-type: none"> • Origins and Purposes of Law and Government • Roles, Rights, and Responsibilities of Citizens • Government Policies and Political Processes • Organization and Function of Government
U.S. History	<ul style="list-style-type: none"> • Late Nineteenth and Early Twentieth Century, 1860–1910 • Global Military, Political, and Economic Challenges, 1890–1940 • The United States and the Defense of the International Peace, 1940–Present

1.3 ACHIEVEMENT-LEVEL DESCRIPTORS

Achievement-Level Descriptors (ALDs) describe a student’s level of achievement (e.g., Below Grade Level, On-Grade Level, or Proficient) on a large-scale assessment. FDOE develops ALDs to guide participants during the standard-setting process for its statewide assessments, to offer score interpretation on student reports, and to further teacher understanding of expectations for the progressions of student performance at each achievement level. The purpose of the ALD development framework is to enable valid inferences about student content-area knowledge and skill in relation to a state’s content standards measured on a large-scale assessment. ALDs are central to the development of performance standards and provide meaningful context for understanding student results.

Volume 3 of the *Florida B.E.S.T. 2023–2024 Technical Report* documents the process and results from the B.E.S.T. standard-setting meetings in 2023. Chapter 5 of the *Florida Statewide Science and EOC Assessments 2019 Technical Report* documents the process and results from the NGSSS standard-setting meetings in 2012, 2013, and 2014; the final cut scores are approved by the State Board of Education.

Standard setting is a content-centered, empirical means of identifying achievement-level cut scores to delineate and establish levels of mastery and classify students’ achievement levels based on their test scores. It provides critical evidence that the State used a technically sound and

well-documented process to develop scoring interpretations and performance standards. Appendix C1, FAST and B.E.S.T. Achievement-Level Descriptors, and Appendix C2, Science and Social Studies Achievement-Level Descriptors, includes the reporting category and ALDs, respectively, as evidence to support the proposed use of test scores regarding the validity argument.

Florida’s Achievement-Level Scale ranges from Level 1 to Level 5, with Level 3 indicating *on-grade-level* performance. Levels 4 and 5 reflect performance that exceeds grade-level expectations and indicate proficiency in the standards. Appendix C1 and Appendix C2 provide detailed descriptions of a student’s content-area knowledge and skills at each achievement level for each statewide assessment.

1.4 FLORIDA REPORTING SYSTEM REPORTS

The FAST ELA reading, FAST ELA reading retake, FAST mathematics, B.E.S.T. EOC, Grade 5 and 8 science, Biology 1, U.S. History, Civics, and B.E.S.T. writing results are reported in FRS. All except writing are available within 24 hours of the student completing a test. Teachers, school-level users, and district-level users have access to different features and data in the reporting system. Users can print any of the reports available in FRS.

The *Florida Reporting System User Guide 2025* is included in Appendix E, *Understanding Florida Reporting System Reports* in Appendix G, and the *TIDE User Guide* is included in Appendix A. Appendices C and E include explanations of the reports, information about the content assessed in Florida’s Statewide Standards, and a glossary of terms used in the Florida Statewide Assessments reports.

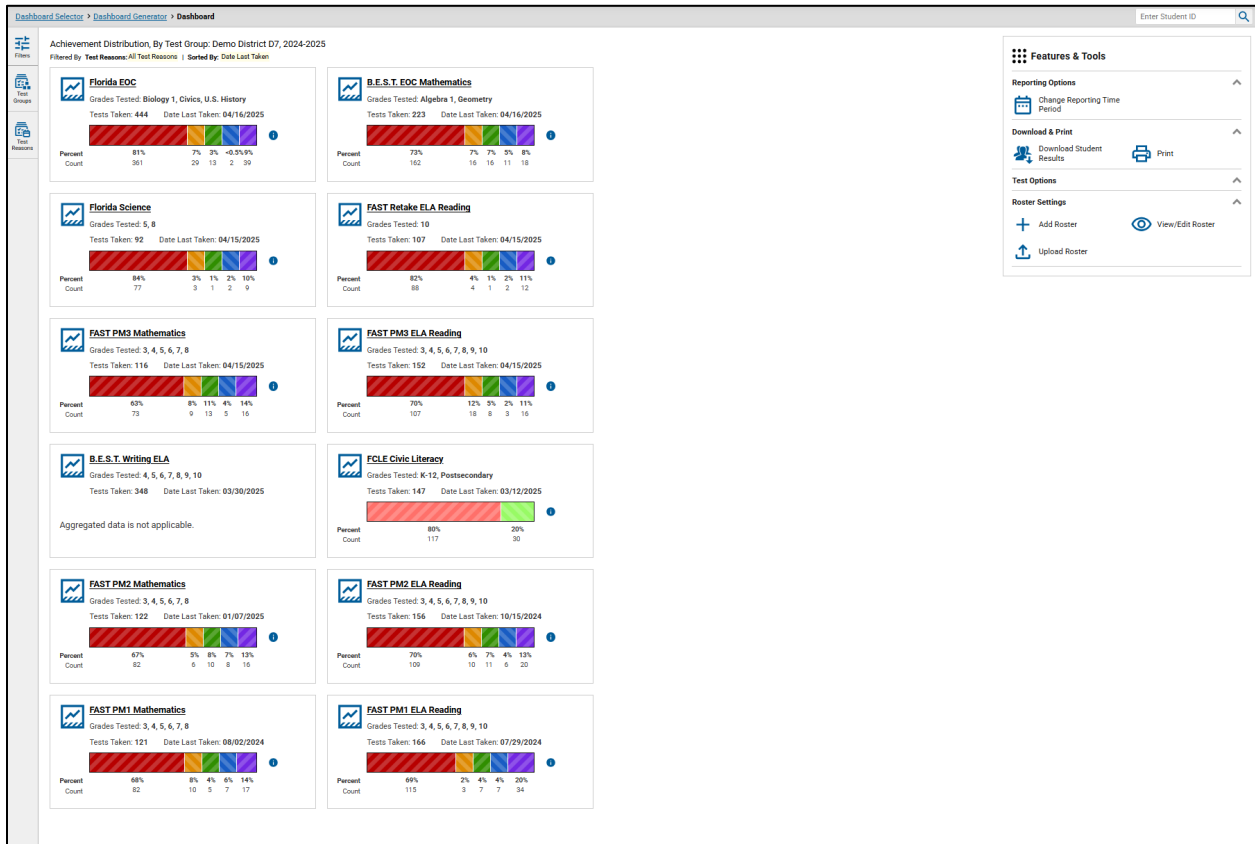
Participation reports are also available on the [TIDE](#) website. These reports indicate the students who have completed or need to complete computer-based testing and allow users to view participation summary statistics (counts and percentages) of students who have tested.

1.4.1 Florida Reporting System Dashboard

The Dashboard page is the first page that users see when they log in to FRS and make their selections. The Dashboard contains summaries of student performance by test family (e.g., B.E.S.T. EOC mathematics). It displays aggregation cards for each test family. Based on access rights, district- and school-level users can view their district or school summaries.

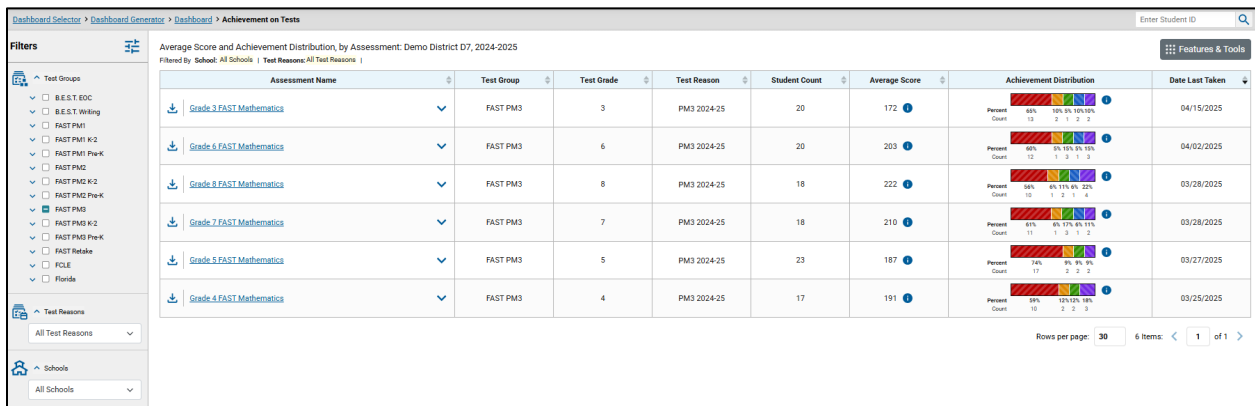
The dashboard summarizes students’ performance by test family, including: (1) number of students tested, (2) grades of the students who have tested, and (3) percentage and counts of students at each performance level. Figure 1 presents a sample dashboard page at the district level.

Figure 1: Dashboard



Educators can click the subject group to view individual test results for the selected test group. Once the user clicks the test family that he or she wants to explore further, the detailed dashboard page will appear. The detailed dashboard summarizes students’ performance by test, including: (1) the number of students tested, (2) average scale score, and (3) the percentage and counts of students at each achievement level. Figure 2 presents a sample detailed dashboard page for FAST PM3 mathematics at the district level.

Figure 2: Detailed Dashboard: District Level

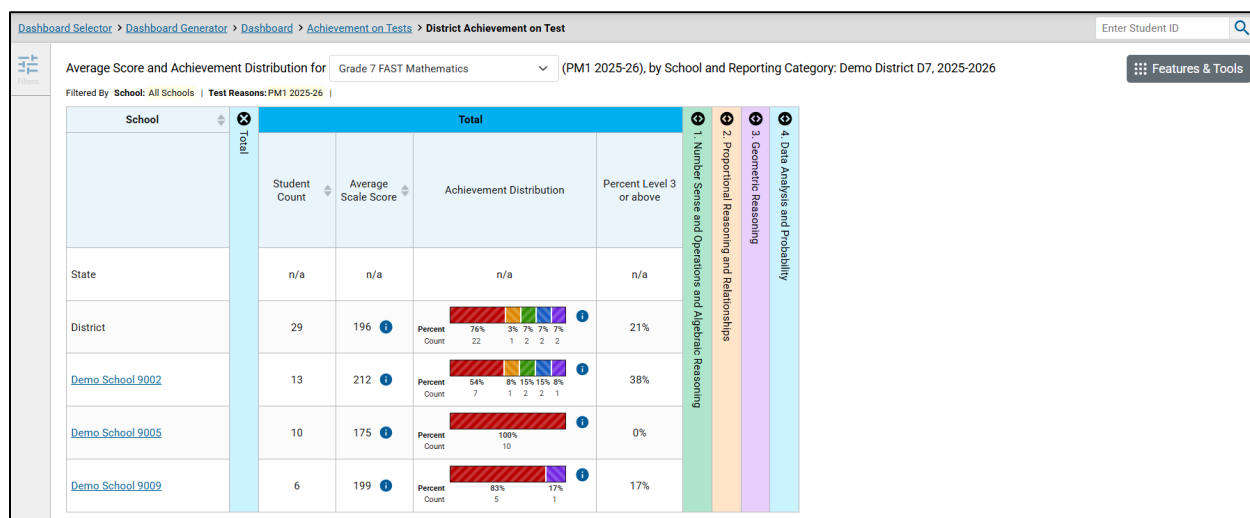


1.4.2 Summary Results for a Particular Test

Detailed summaries of student performance for each grade in a subject area for a selected aggregate level are presented when users select a specific assessment name. On each aggregate report, the summary report presents the summary results for the selected aggregate unit, the summary results for the state, and the aggregate unit above the selected aggregate. For example, if a school is selected, the summary results of the state and district of the school are provided above the school summary results, as well, so that school performance can be compared with the district and state aggregate levels.

The aggregated subject summary report provides summaries on a specific subject area, including: (1) the number of students tested, (2) the average scale score, (3) the percentage of on-grade-level students and above, and (4) the percentage and counts of students in each achievement level. Summaries are also presented for students overall and by subgroup. Figure 3 presents an example of subject summary results for the Grade 7 mathematics assessment at the district level.

Figure 3: Summary Results for FAST Grade 7 Mathematics: District Level

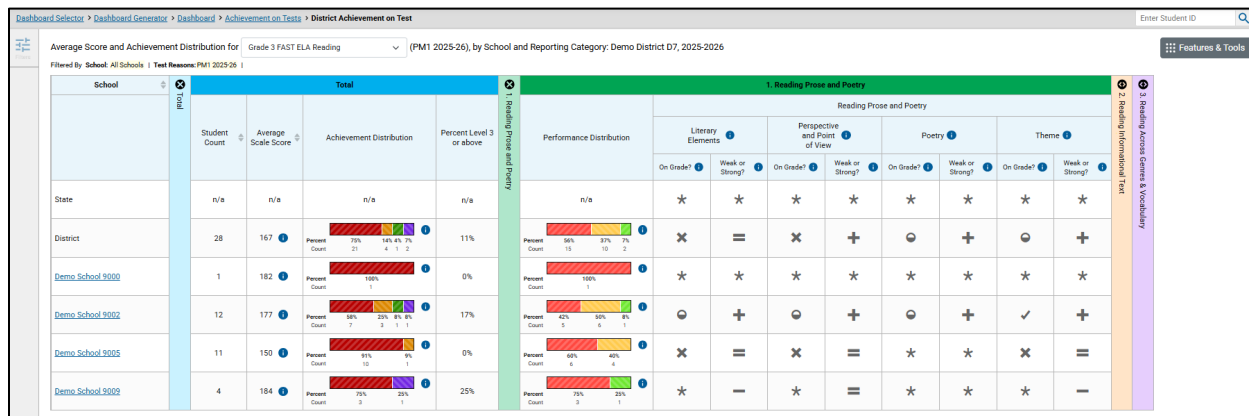


1.4.3 Reporting Category-Level Results

Aggregated reporting category results are also available on the same report page as the subject-level results. The reporting category results provide aggregate summaries on student achievement in each reporting category for a particular grade and subject.

Like the subject-level results, the summary report presents the summary results for the selected aggregate unit and the summary results for the state and aggregate unit above the selected aggregate. Figure 4 presents an example of reporting category-level results for grade 3 FAST ELA reading at the district level.

Figure 4: Reporting Category-Level Results for FAST Grade 3 ELA Reading: District Level



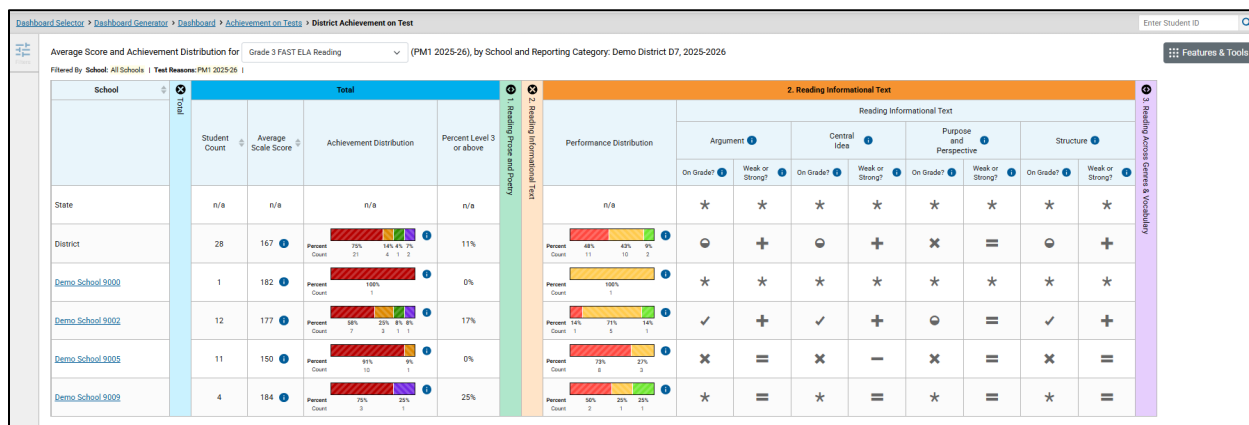
1.4.4 Standard-Level Strengths and Weaknesses Results

Target scores are produced for online tests only. Target scores are computed for attempted tests based on the responded items. If a test has unanswered items, these items are ignored.

Standard-level results provide aggregate summaries on student performance in target areas. Strength and weakness indicators are supplied for each target and are computed in two ways (i.e., achievement relative to the on-grade level, achievement relative to the test as a whole). In the target level, strengths and weaknesses are reported for groups of students based on whether there is a statistically significant difference between the group’s performance on each target and the group’s performance on the rest of the test. A target-level result also includes group achievement relative to the expected performance of a student at the on-grade-level cut score. Figure 5 presents an example of target-level results for the FAST grade 3 ELA reading assessment at the district level.

The technical details of how target scores are calculated can be found in Volume 1 of this technical report in Section 7.1.6, Target Scores. Target scores are computed within each standard. For ELA reading, these scores are computed at level 2 content classification for all grades. For mathematics, these scores are computed at the level 3 content classification for Grades 3–8, Algebra 1, Geometry, Biology 1, U.S. History, and Civics.

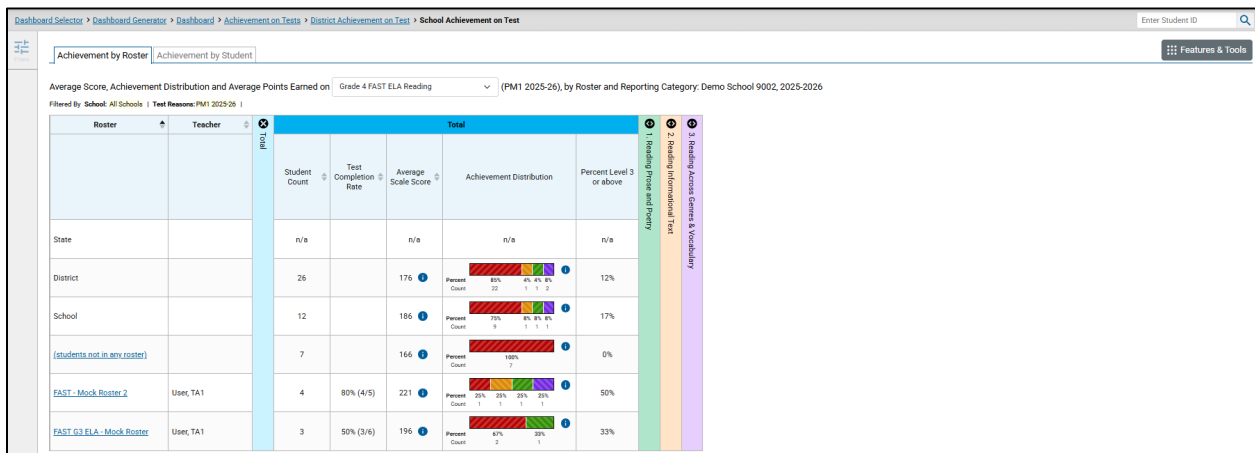
Figure 5: Standard-Level Results for FAST Grade 3 ELA Reading: District Level



1.4.5 Roster Performance Report

Class, teacher, and school performance rosters provide users with achievement data for a group of students belonging to a system-defined or user-defined class. Similar to the reports provided at the district level, this can include comparison score information, class roster information, roster performance by reporting category, including a strengths and weaknesses report and a detailed description page for the benchmark and target references. Figure 6 shows a sample roster performance report for FAST grade 4 ELA reading.

Figure 6: Roster Performance Report for FAST Grade 4 ELA Reading



1.4.6 Student Performance Report

The student performance report shown in Figure 7 includes each student’s overall subject scale scores, their achievement level, their percentile rank, and their performance for each reporting category. Additionally, a sample list of students with tests that were blank, invalidated, or that did not meet attemptedness is provided in Figure 8.

Figure 7: Student Performance Report for FAST Grade 4 ELA Reading

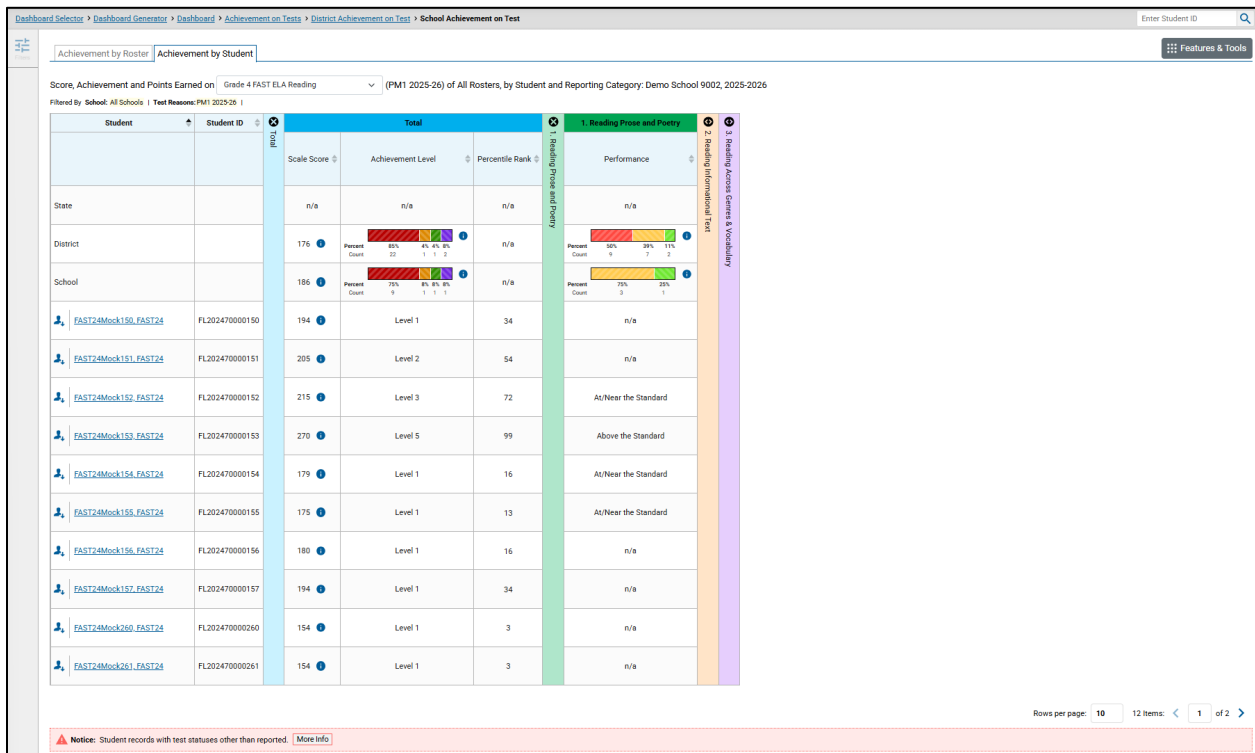


Figure 8: Student Records with Statuses Other than Reported for FAST Grade 4 ELA Reading

Comparison Level	Student ID	Test Condition	Date Taken
FAST24Mock143, FAST24	FL202470000143	Insufficient to Score/No Response	06/25/2025
FAST24Mock144, FAST24	FL202470000144	Insufficient to Score/No Response	06/25/2025
FAST24Mock145, FAST24	FL202470000145	Insufficient to Score/No Response	06/25/2025
FAST24Mock146, FAST24	FL202470000146	Insufficient to Score/No Response	06/25/2025
FAST24Mock148, FAST24	FL202470000148	Invalidated	06/25/2025
FAST24Mock149, FAST24	FL202470000149	Invalidated	06/25/2025
FAST24Mock158, FAST24	FL202470000158	Invalidated	06/25/2025
FAST24Mock254, FAST24	FL202470000254	Insufficient to Score/No Response	07/09/2025
FAST24Mock255, FAST24	FL202470000255	Insufficient to Score/No Response	07/09/2025
FAST24Mock256, FAST24	FL202470000256	Insufficient to Score/No Response	07/09/2025
FAST24Mock257, FAST24	FL202470000257	Insufficient to Score/No Response	07/09/2025
FAST24Mock258, FAST24	FL202470000258	Insufficient to Score/No Response	07/09/2025
FAST24Mock259, FAST24	FL202470000259	Insufficient to Score/No Response	07/09/2025
Mock0074, FAST25	FL202506000074	Invalidated	07/21/2025

1.4.7 Individual Student Report

When a student completes a test and a score is reported for that student, an individual student report (ISR) can be generated in FRS. The detailed ISR shows individual student achievement on the test. Figure 9, Figure 10, and Figure 11 show the details of a sample ISR for FAST Grade 8 ELA reading. In each subject area, the ISR provides: (1) the scale score; (2) achievement level for overall test; (3) average scale scores for the student’s state, district, and school; (4) student growth in scale score and achievement level over time (ELA reading and mathematics only); and (5) the student’s reporting category achievement in each reporting category, as well as an enhanced ALD based on whether the student performed below, at/near, or above the standard with 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 (refer to Figure 8).

The student’s name, scale score, and achievement level are shown at the top of the page. In the middle section, the student’s achievement is described in detail using a barrel chart. In the barrel chart, ALDs with cut scores at each achievement level are provided. This defines the content-area knowledge, skills, and processes that test takers at the achievement level are expected to possess. Figure 11 and Figure 12 display the trend of student performance over time. Figure 13 provides information on student performance on each test question. From the 2025–2026 academic year forward, ISRs will also be available in Spanish.

Figure 9: Individual Student Report for FAST Grade 8 ELA Reading

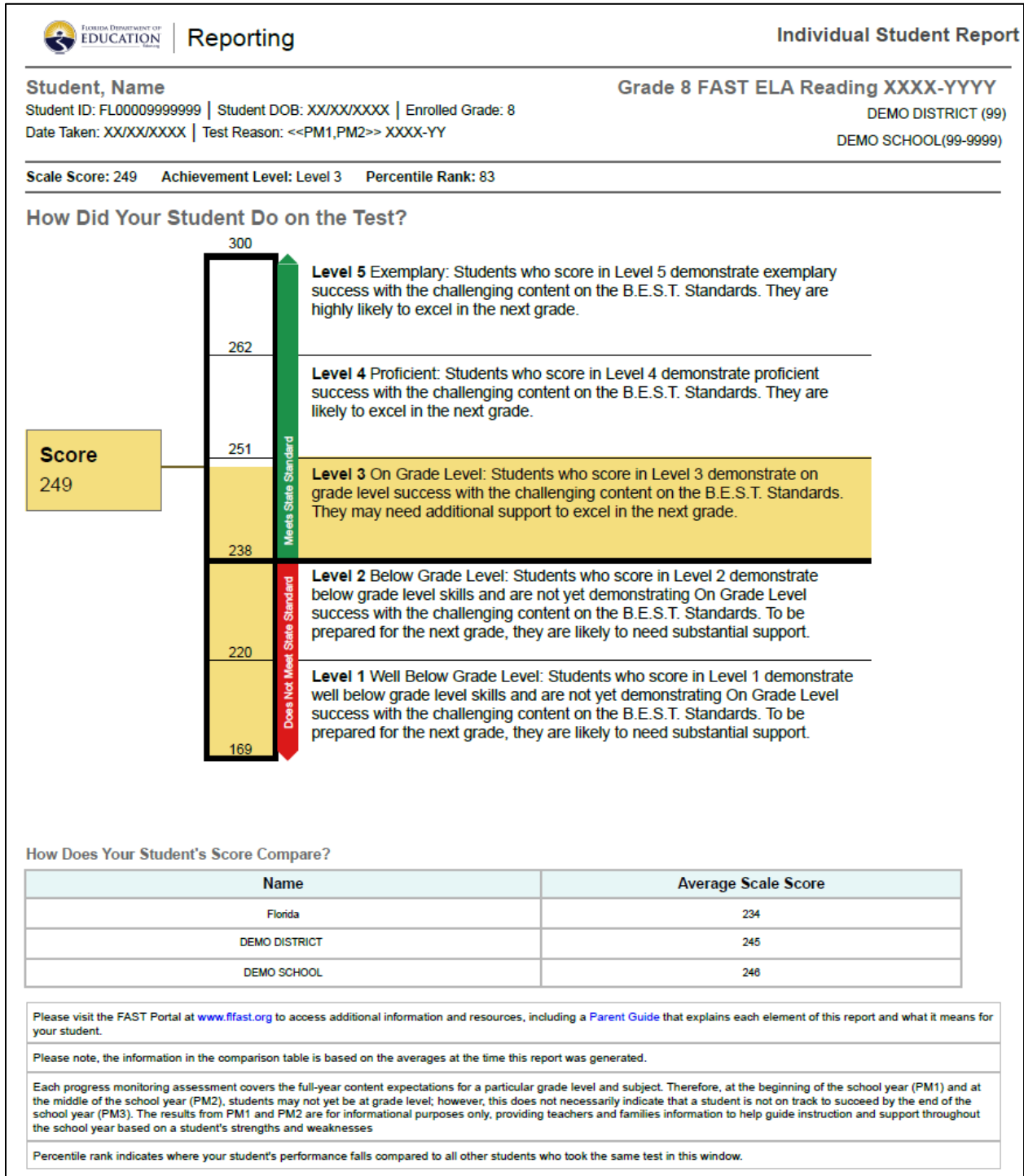


Figure 10: Individual Student Report for FAST Grade 8 ELA Reading with Reporting Categories and Next Steps

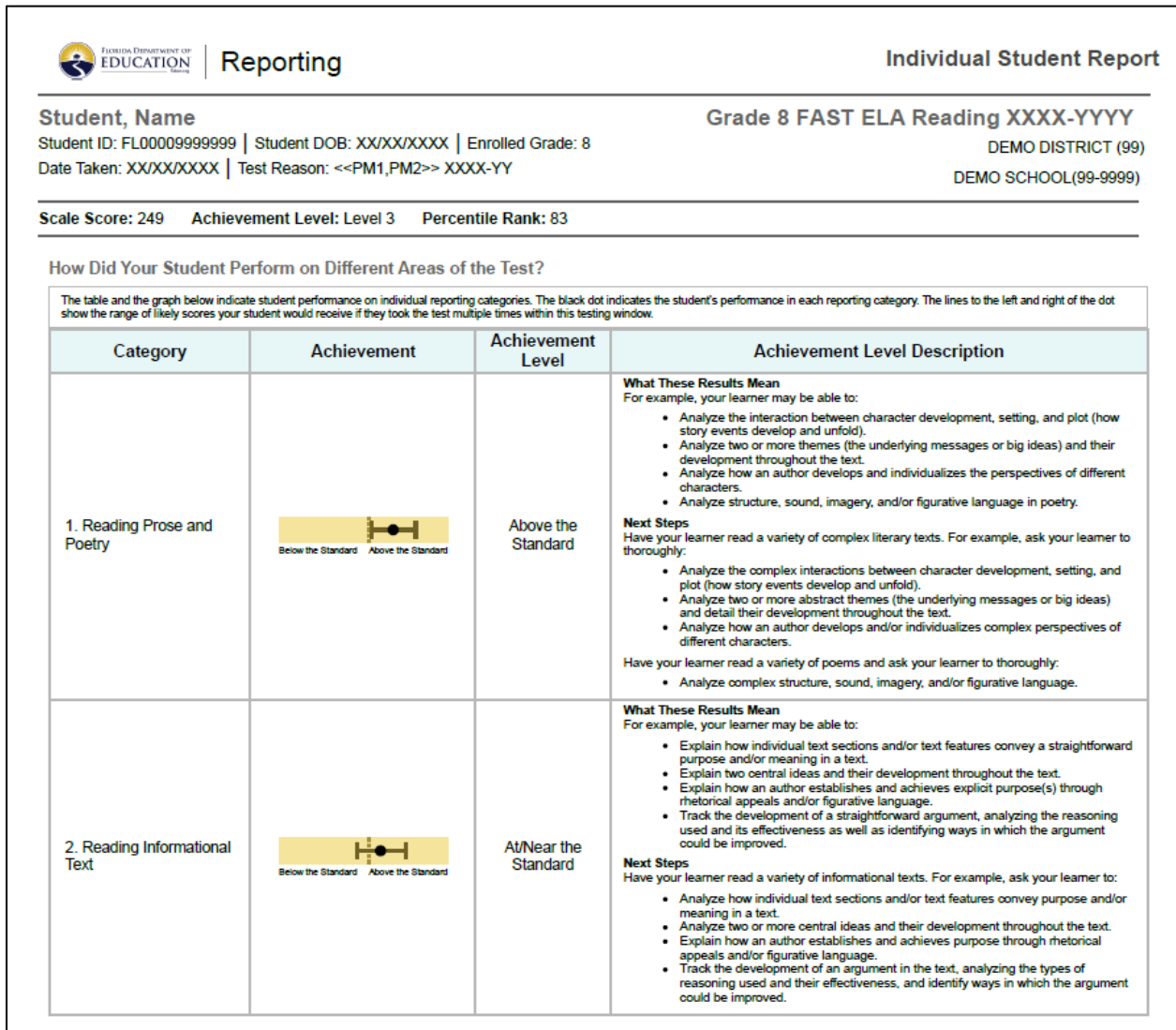


Figure 11: ISR for FAST Grade 8 ELA Reading with Longitudinal Graph of Current School Year (PM1–3)

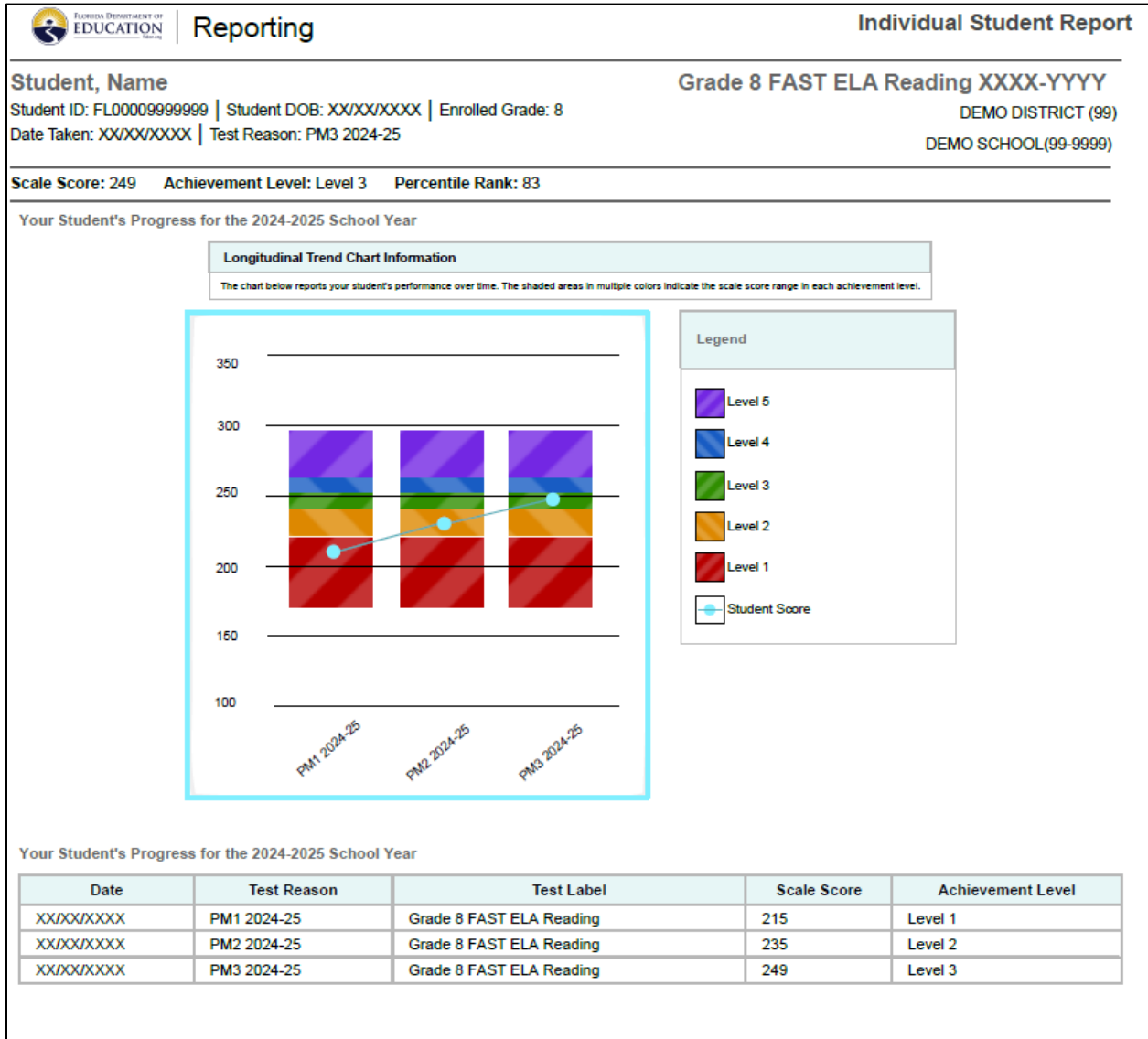


Figure 12: ISR for FAST Grade 8 ELA Reading with Longitudinal Graph of Current and Previous School Year Comparison

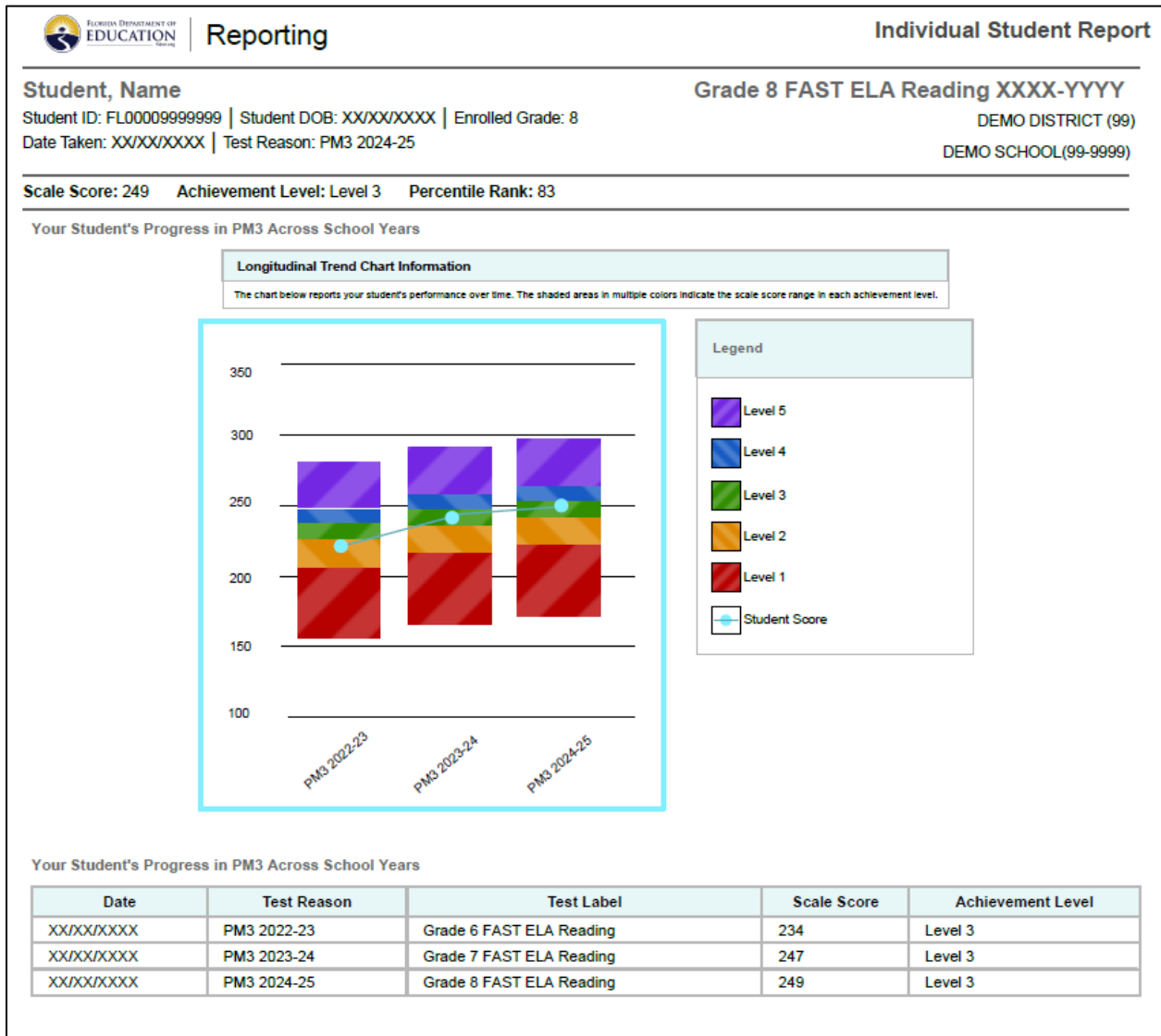



Figure 13: ISR for FAST Grade 8 ELA Reading with Student Performance for Each Test Question

 Reporting		Individual Student Report	
Student, Name		Grade 8 FAST ELA Reading XXXX-YYYY	
Student ID: FL00009999999 Student DOB: XX/XX/XXXX Enrolled Grade: 8		DEMO DISTRICT (99)	
Date Taken: XX/XX/XXXX Test Reason: <<PM1,PM2>> XXXX-YY		DEMO SCHOOL(99-9999)	
Scale Score: 249 Achievement Level: Level 3 Percentile Rank: 83			
How Did Your Student Perform on Each Test Question?			
1. Reading Prose and Poetry			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
2	RPJELA.8.R.1.1	Analyze the interaction between character development, setting, and plot in a literary text.	1/1
3	RPJELA.8.R.1.3	Analyze how an author develops and individualizes the perspectives of different characters.	1/1
5	RPJELA.8.R.1.2	Analyze two or more themes and their development throughout a literary text.	1/1
6	RPJELA.8.R.1.3	Analyze how an author develops and individualizes the perspectives of different characters.	1/1
7	RPJELA.8.R.1.1	Analyze the interaction between character development, setting, and plot in a literary text.	1/1
8	RPJELA.8.R.1.4	Analyze structure, sound, imagery, and figurative language in poetry.	1/1
22	RPJELA.8.R.1.3	Analyze how an author develops and individualizes the perspectives of different characters.	1/1
2. Reading Informational Text			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
11	RJ ELA.8.R.2.1	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.	1/1
12	RJ ELA.8.R.2.3	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	1/1
13	RJ ELA.8.R.2.1	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.	1/1
14	RJ ELA.8.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.	1/1
15	RJ ELA.8.R.2.2	Analyze two or more central ideas and their development throughout a text.	1/1
16	RJ ELA.8.R.2.3	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	1/1
20	RJ ELA.8.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.	1/1
21	RJ ELA.8.R.2.2	Analyze two or more central ideas and their development throughout a text.	1/1
3. Reading Across Genres & Vocabulary			
Question #	Benchmark Key	Benchmark	Points Earned/Points Possible
1	RGV ELA.8.V.1.3	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	1/1
4	RGV ELA.8.R.3.1	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).	1/1
9	RGV ELA.8.R.3.3	Compare and contrast the use or discussion of archetypes in texts.	1/1
10	RGV ELA.8.R.3.3	Compare and contrast the use or discussion of archetypes in texts.	1/1

1.4.8 Longitudinal Reports

Longitudinal Reports show students’ performance over the three progress monitoring opportunities within a school year. This report shows the students’ score and performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level for each grade (refer to Figure 14 to Figure 16). Each mark on the graph represents the student’s score and indicates whether the student meets the standards that year.

Each Longitudinal Report displays achievement data for one of the following:

- A group of students who have completed every assessment available in the report; for district- or school-level users, a certain percentage of students must have taken *all* the

related assessments for users to be able to generate a Longitudinal Report (teachers have the option of adjusting the pool of students, tests, and test reasons)

- An individual student (refer to Figure 16)

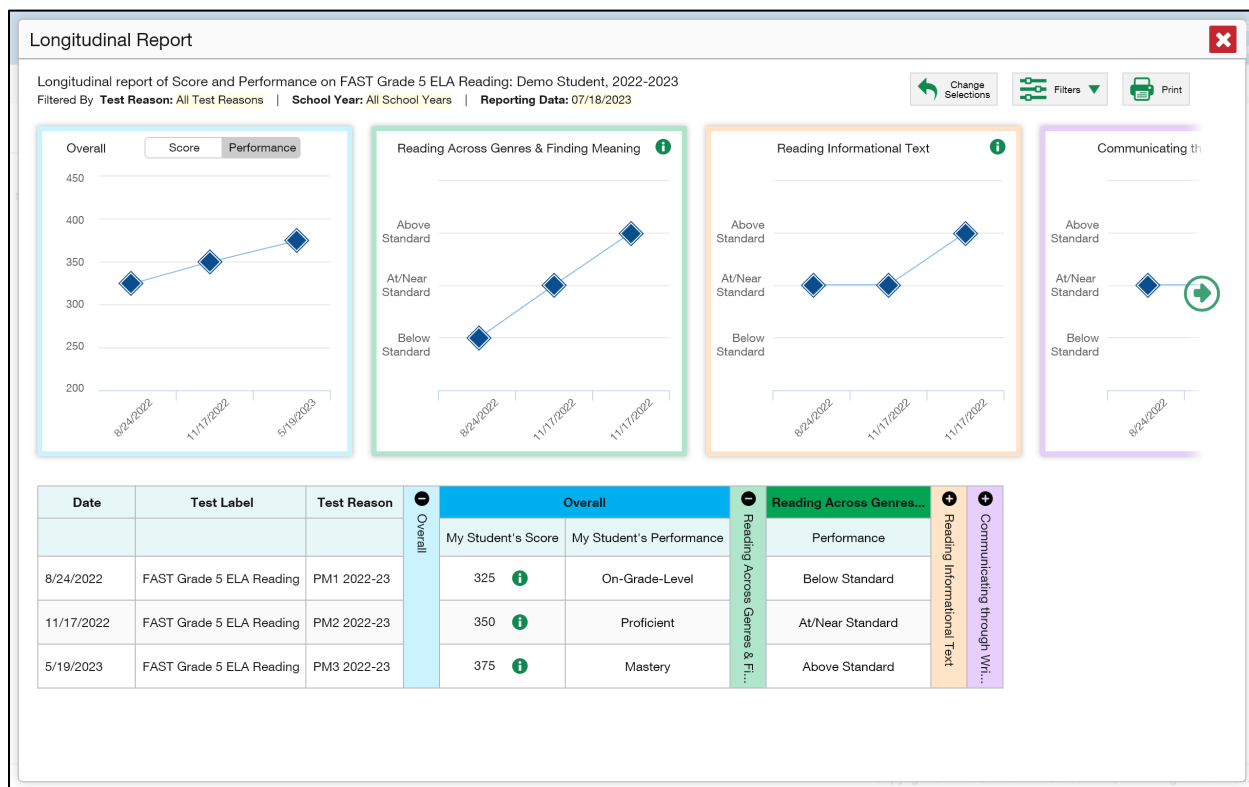
Figure 14: Longitudinal Report Window: Report for Multiple Students with Multiple Reporting Categories for the Current Year: District Level



Figure 15: Longitudinal Report Window: Report for Multiple Students with Multiple Reporting Categories Compared Across Previous Years: District Level



Figure 16: Longitudinal Report Window: Report for a Single Student with Multiple Reporting Categories



1.4.9 Cross-Sectional Report

The Cross-Sectional Report shows how school and/or district performance has improved or changed across student populations (refer to Figure 17 and Figure 18). It allows school- and district-level users to compare different groups of students for the same test over three different administrations (e.g., PM2 2023–2024 vs. PM1 2023–2024 vs. PM3 2022–2023).

Figure 17: Cross-Sectional Report: Breakdown of Overall and Reporting Category Performance



Figure 18: Cross-Sectional Report: Performance by Benchmark

Cross-Sectional Report							
Target Level Performance							
Targets	School Year & Test Reason						
	2022 - 2023			2023 - 2024			
	PM3 2022-23		PM1 2023-24		PM2 2023-24		
	On Grade?	Weak or Strong?	On Grade?	Weak or Strong?	On Grade?	Weak or Strong?	
1. Number Sense and Additive Reasoning							
2. Number Sense and Multiplicative Reasoning							
Number Sense and Multiplicative Reasoning							
MA.3.AR.1.1	✓	+	*	=	⊖	+	
MA.3.AR.2.2	⊖	=	✓	+	⊖	+	
MA.3.AR.2.3 and MA.3.AR.2.1	*	=	*	=	✓	+	
MA.3.AR.3.2	✓	+	⊖	+	*	=	
MA.3.GR.2.1	✗	-	✗	-	✗	-	
MA.3.GR.2.2	⊖	=	✗	-	⊖	=	
MA.3.NSO.2.3	⊖	=	⊖	=	*	=	
MA.3.NSO.2.4 and MA.3.NSO.2.2	⊖	=	*	=	*	*	

1.4.10 Breakdown by Subgroups

FRS allows users to break down results by various subgroups.

Figure 19 and Figure 20 show how users can compare achievement across different demographic subgroups (including EOC retakers). This functionality is available for most aggregate test results through a dedicated button.

Figure 19: Breakdown Attributes

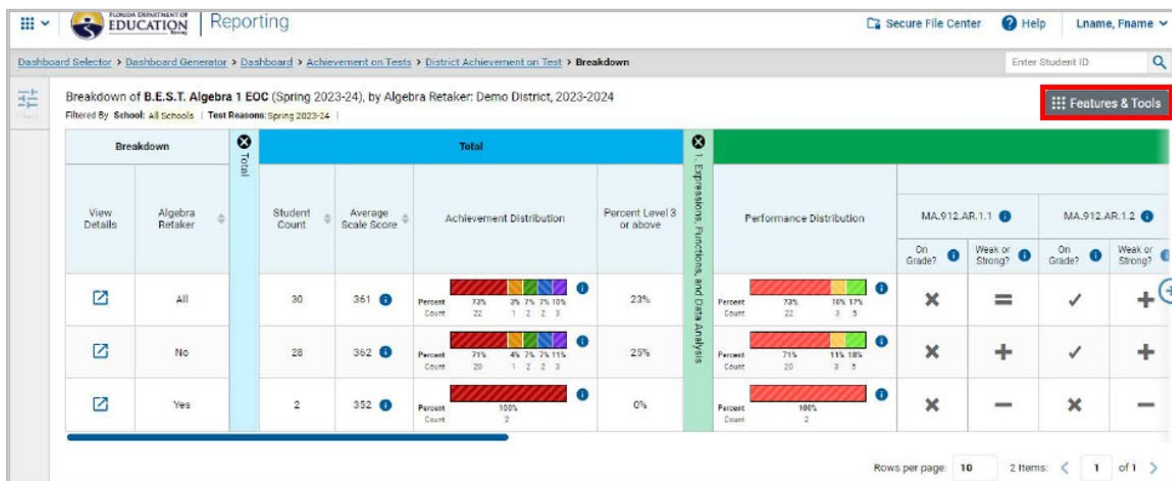
Breakdown Attributes ✕

Select up to three options

<input checked="" type="checkbox"/> Algebra Retaker	<input type="checkbox"/> Biology Retaker
<input type="checkbox"/> Civics Retaker	<input type="checkbox"/> English Language Learner (ELL) Status
<input type="checkbox"/> Enrolled Grade	<input type="checkbox"/> Ethnicity
<input type="checkbox"/> Gender (K-12)	<input type="checkbox"/> Gender (Postsecondary Only)
<input type="checkbox"/> Geometry Retaker	<input type="checkbox"/> Primary Exceptionality
<input type="checkbox"/> Section 504	<input type="checkbox"/> U.S. History Retaker

Include unspecified values

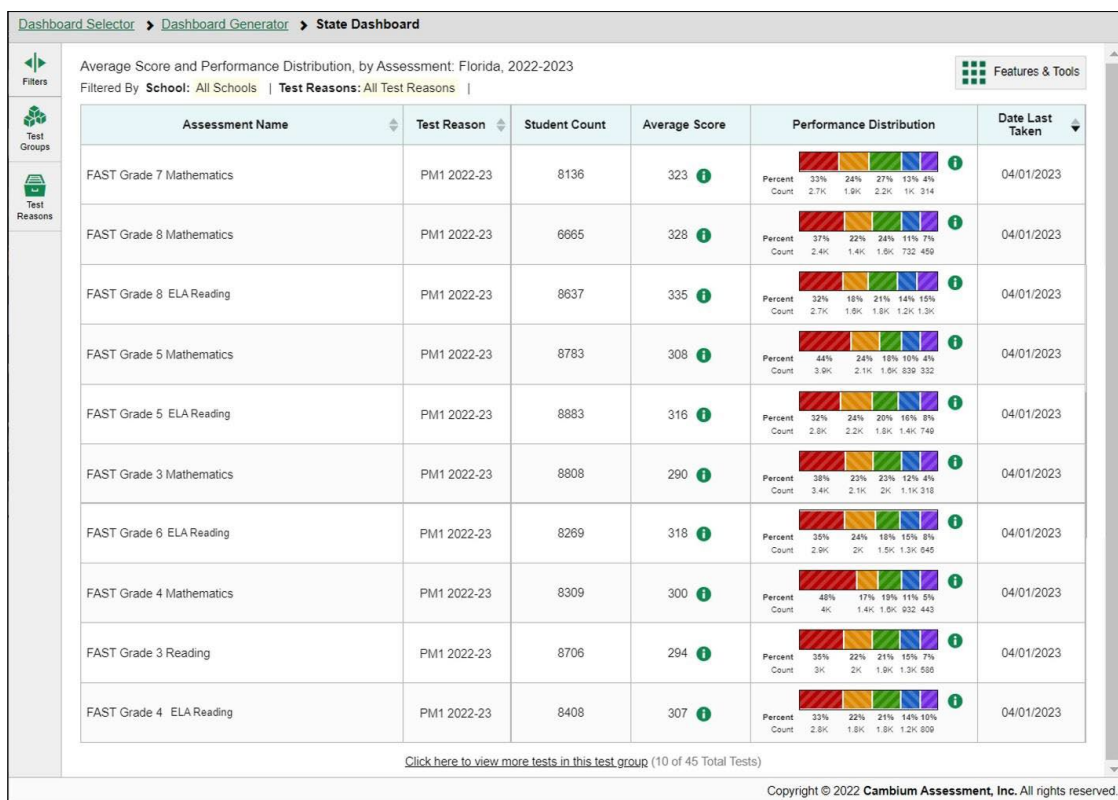
Figure 20: Algebra Retaker Breakdown



1.4.11 State-Level Summary

FRS provides a state dashboard view for authorized state-level users to track state performance for a particular test. Users can specify the test and administration year to display in the report. Figure 21 presents a sample state-level summary for the FAST ELA reading and mathematics assessments.

Figure 21: State Dashboard for FAST Progress Monitoring 1



1.4.12 Student Data File

FRS users have the option to quickly generate comprehensive data files containing their students' scores. Data files can be downloaded in Microsoft Excel, CSV, or TXT format and contain a wide variety of data fields, including scale score, percentile rank, reporting category scores, student demographic information, and achievement levels for overall performance and reporting categories, as well as points earned and points possible for each benchmark. These files serve as valuable resources for further analysis and can be generated at various levels—district, school, teacher, or roster—depending on the user's role.

1.4.13 Family Portal

Starting in spring 2022, student scores and ISRs became available for families and students on the [Family Portal](#). The Family Portal was developed for families and guardians to view their students' statewide assessment results. Figure 22 shows the Family Portal log-in screen. Families will have direct access to the Family Portal, which contains overall test information such as their student's scale score and achievement level, a chart indicating where the student's scale score falls within the achievement level, and downloadable PDF versions of the ISRs for their students, as seen in Figure 23. The View Detailed Report, as shown in Figure 24–Figure 29, provides the student's overall results, performance at the reporting category level, points earned for operational items, and the student's longitudinal performance, as well as resources and strategies to help the student. Percentile rank is available for the FAST assessments. The results from fall 2020 onwards are provided. More information can be found in Appendices B, Understanding Florida Statewide Assessments Reports, and D, Understanding FAST and B.E.S.T. EOC Reports for Families.

Figure 22: Family Portal Log-In Screen

FLORIDA DEPARTMENT OF EDUCATION | Family Portal

Enter your child information
All fields are required.

Access Code: 6-Character Unique Code

Date of Birth: Month Day Year

First Name: First Name

By signing in you accept and agree to the [Terms of Use](#).

SIGN IN

More Login Information

- [How do I get my access code?](#)
- [Having trouble logging in?](#)
- [Need more help?](#)

More Support

[Supported Browsers](#)

Copyright © 2022 Cambium Assessment, Inc. All rights reserved. | [Terms of Use](#)

Figure 23: Family Portal Dashboard

FLORIDA DEPARTMENT OF EDUCATION | Family Portal

Welcome, Demo Student
Student ID: FL202300070011 Date of Birth: 07/02/2014

New!! Just in - score reports available! Check how your child did on tests for FAST ELA Reading and FAST Mathematics.

Demo's Scores for 2024–2025 School Year

Sorted by: Most Recent Test Subjects: All Show All Tests from School Year:

Currently Viewing: The most recent test in all subjects for the 2024–2025 school year

FAST ELA Reading [View All Tests](#)

New! Your Student's Most Recent Test
Grade 4 FAST ELA Reading [View Detailed Report](#)

Date Taken: 05/01/2025 Test Window: PM3 2024-25 Score: **270** [Download Detailed Report](#)

154 Level 1 | 199 Level 2 | 213 Level 3 | 224 Level 4 | 237 Level 5 | **270** Your Child's Score

Exemplary: Students who score in Level 5 demonstrate exemplary success with the challenging content on the B.E.S.T. Standards. They are highly likely to excel in the next grade.

FAST Mathematics [View All Tests](#)

New! Your Student's Most Recent Test
Grade 4 FAST Mathematics [View Detailed Report](#)

Date Taken: 05/01/2025 Test Window: PM3 2024-25 Score: **218** [Download Detailed Report](#)

155 Level 1 | 200 Level 2 | **211** Level 3 | 221 Level 4 | 238 Level 5 | **273** Your Child's Score

On Grade Level: Students who score in Level 3 demonstrate on grade level success with the challenging content on the B.E.S.T. Standards. They may need additional support to excel in the next grade.

Figure 24: Family Portal Overall Subject Page

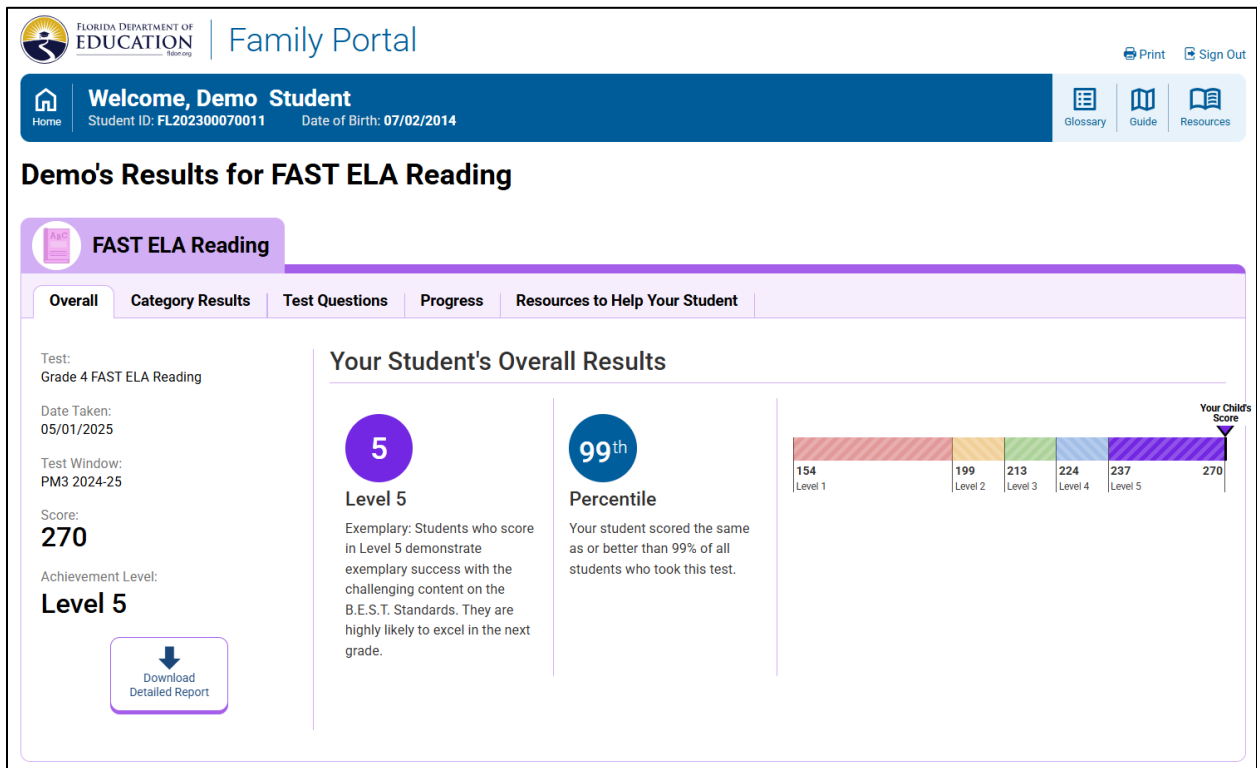


Figure 25: Family Portal Category Results Page

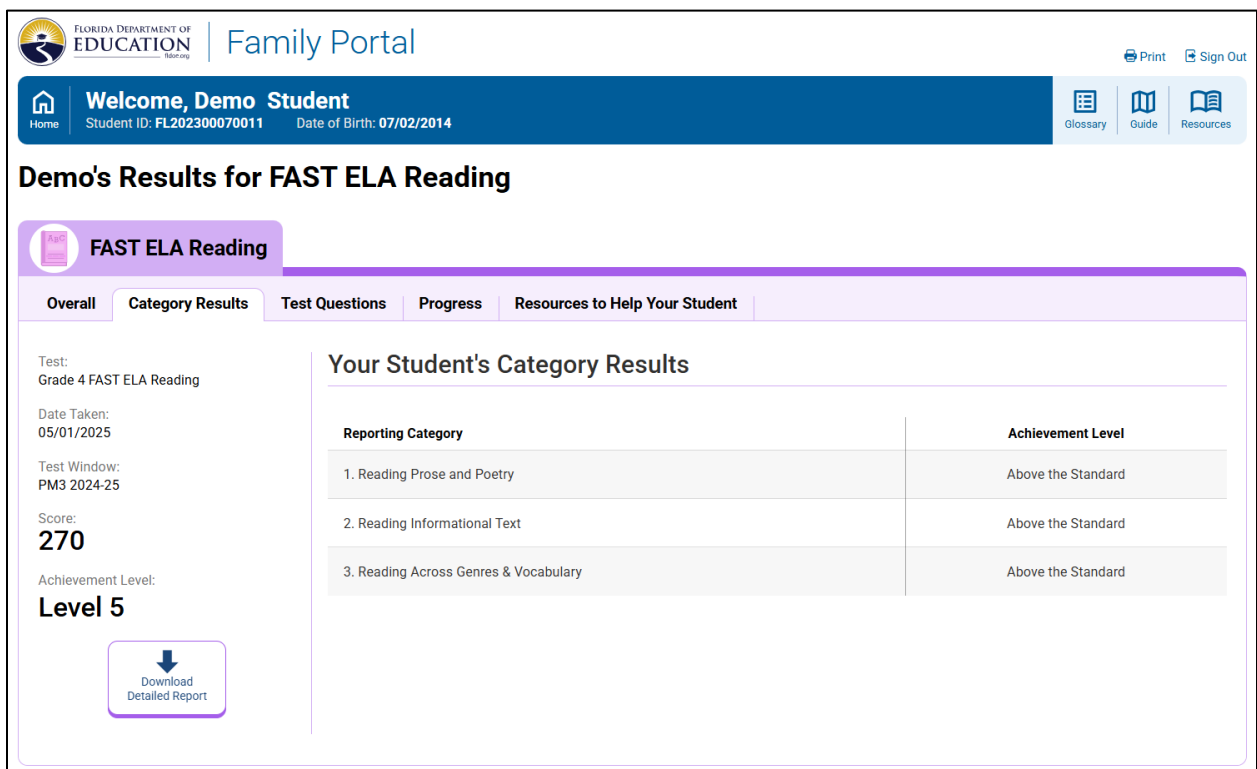


Figure 26: Family Portal Test Questions Page

Family Portal

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

Welcome, Demo Student
Student ID: FL202300070011 Date of Birth: 07/02/2014

Glossary

Guide

Resources

Demo's Results for FAST ELA Reading

FAST ELA Reading

Overall

Category Results

Test Questions

Progress

Resources to Help Your Student

Test:
Grade 4 FAST ELA Reading

Date Taken:
05/01/2025

Test Window:
PM3 2024-25

Score:
270

Achievement Level:
Level 5

Download
Detailed Report

Your Student's Test Questions

This tab displays the number of test questions, the reporting category for each question, and the student's score for each question. Information about the Reporting Categories can be found under the Resources to Help Your Student tab.

✓ **Correct** - If the student response to the item is correct.

▲ **Partial** - If the student response to the item is partially correct.

✗ **Incorrect** - If the student response to the item is incorrect.

— **Blank** - If the student did not respond to the item.

Spring statewide assessments include field test items. These items are used to collect information for future use and do not count towards student scores. If you notice some item numbers omitted from the list of test questions, it is because field test items are not scored or included on student reports.

Item #	Reporting Category	Result	Score
1	3. Reading Across Genres & Vocabulary	✓	1/1
2	3. Reading Across Genres & Vocabulary	✓	1/1
3	2. Reading Informational Text	✓	1/1
4	2. Reading Informational Text	✓	1/1
5	2. Reading Informational Text	✓	1/1
6	2. Reading Informational Text	✓	1/1
7	3. Reading Across Genres & Vocabulary	✓	1/1
8	3. Reading Across Genres & Vocabulary	✓	1/1
9	3. Reading Across Genres & Vocabulary	✓	1/1
10	2. Reading Informational Text	✓	1/1

Figure 27: Family Portal Student Progress and Longitudinal Report Page

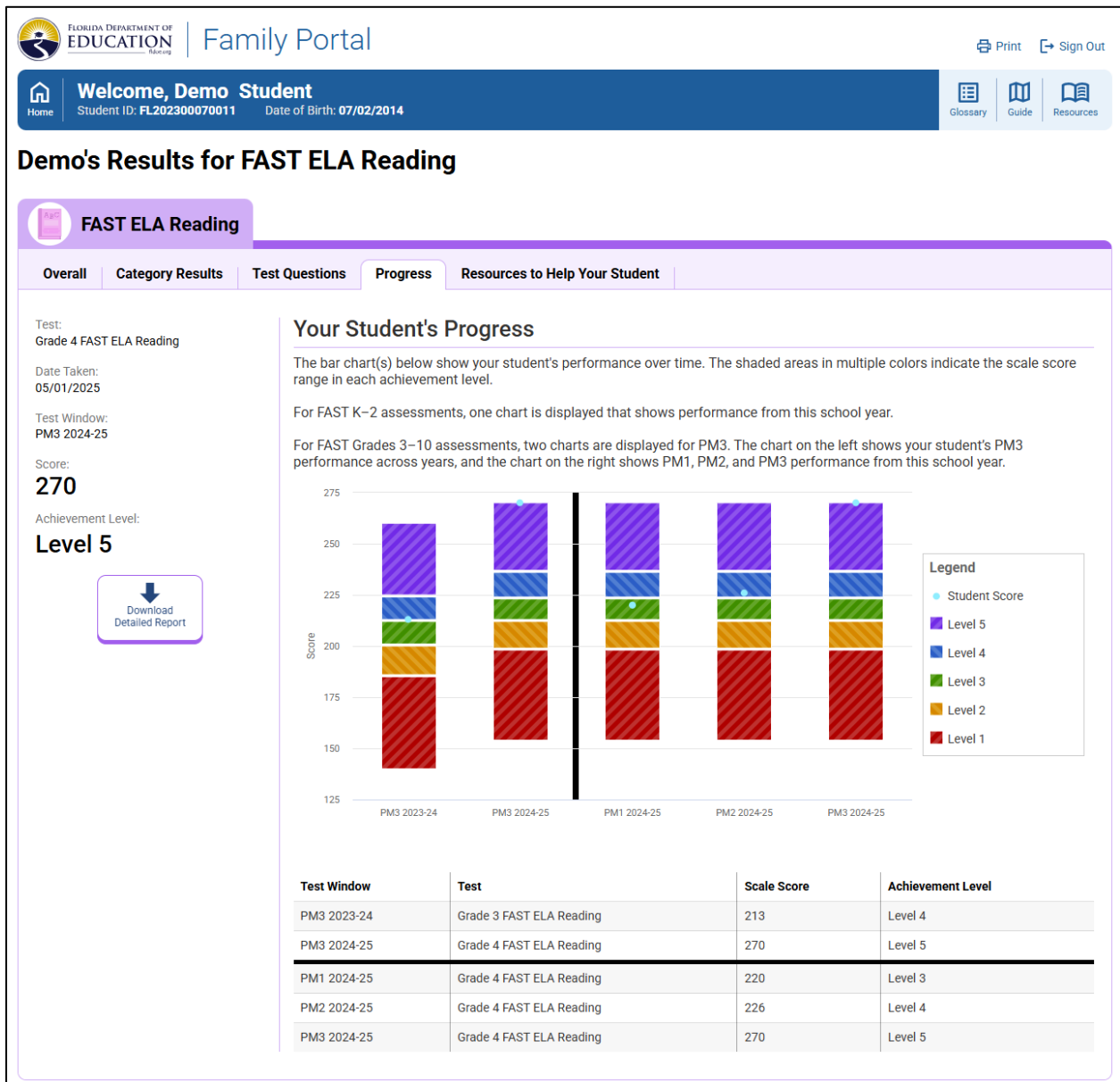


Figure 28: Family Portal Resources Page: Strategies to Improve Your Student's Understanding

The screenshot shows the Family Portal interface for a demo student. The top navigation bar includes the Florida Department of Education logo, the text 'Family Portal', and links for 'Print' and 'Sign Out'. Below this, a blue header displays 'Welcome, Demo Student' along with the student ID 'FL202200070011' and date of birth '07/02/2014'. A secondary navigation bar contains 'Home', 'Glossary', 'Guides', and 'Resources'.

The main content area is titled 'Demo's Results for FAST ELA Reading'. It features a tabbed interface with 'FAST ELA Reading' selected. The tabs include 'Overall', 'Category Results', 'Test Questions', 'Progress', and 'Resources to Help Your Student'. On the left side, test details are provided: 'Test: Grade 4 FAST ELA Reading', 'Date Taken: 05/01/2025', 'Test Window: PMS 2024-25', 'Score: 270', and 'Achievement Level: Level 5'. A 'Download Detailed Report' button is located below these details.

The right side of the page is titled 'Resources To Help Your Student' and includes a 'Print Resources' link. It lists 'Strategies to Improve Your Student's Understanding' with a link to 'Additional Resources'. The strategies are categorized into three sections:

- 1. Reading Prose and Poetry**
Read a variety of stories. For example, have your learner:
 - Explain how and why the characters' thoughts, feelings, and actions impact the story.
 - Use details from the story to explain a theme (message/big idea) and how it develops.
 - Explain how the author uses details from the story to develop the narrator's point of view (viewpoint) and a character's perspective (thoughts, feelings, or reactions about what is happening).
 - Read a variety of poems (free verse, rhyme verse, haiku, limerick) and explain how rhyme and structure (organization) add meaning to the poem and why the author uses these elements.
- 2. Reading Informational Text**
Read a variety of current event, historical, or scientific articles with your learner. For example, have your learner:
 - Describe how text features and text structure add to the meaning of the text.
 - Explain how relevant details contribute to and support a central idea (important idea).
 - Explain the author's perspective (how the author feels) toward a topic.
 - Explain the author's implied claim and the relevant reasons and evidence that support the claim.
- 3. Reading Across Genres & Vocabulary**
Read a variety of texts. For example, have your learner:
 - Explain how figurative language helps the reader make assumptions about the text.
 - Explain how including concise and specific details that support the theme and/or central idea enhances the understanding of the text.
 - Explain how the similarities and differences between two sources contribute to an overall understanding of the same event or topic.
 - Apply knowledge of prefixes, suffixes, common Greek and Latin root words, and the use of multiple strategies to determine the meaning of complex and unfamiliar words and phrases.

Figure 29: Family Portal Resources Page: Additional Resources

The screenshot displays the Family Portal interface for a student named Demo. The top navigation bar includes the Florida Department of Education logo, the text "Family Portal", and links for "Print" and "Sign Out". Below this, a blue banner says "Welcome, Demo Student" with the student ID "FL202300070011" and date of birth "07/02/2014". A secondary navigation bar contains "Home", "Glossary", "Guide", and "Resources".

The main content area is titled "Demo's Results for FAST ELA Reading". A purple tab labeled "FAST ELA Reading" is active. Below the tab are several sub-tabs: "Overall", "Category Results", "Test Questions", "Progress", and "Resources to Help Your Student". The "Resources to Help Your Student" tab is selected, showing a sub-section titled "Resources To Help Your Student" with a "Print Resources" link. Underneath, there are two sub-sections: "Strategies to Improve Your Student's Understanding" and "Additional Resources".

The "Additional Resources" section lists several links: "B.E.S.T. Achievement Level Descriptions", "FAST 3-10 Fact Sheet", "FDOE B.E.S.T. Assessment Resources", and "New Worlds Reading Initiative". The "New Worlds Reading Initiative" section includes text stating that students scoring in Level 1 or Level 2 are eligible for free books through a monthly basis through the New Worlds Reading Initiative. It also provides a link to <http://newworldsreading.com> for more information. The "New Worlds Scholarship" section states that students scoring in Level 1 may be eligible for a \$1,200 New Worlds Scholarship Account to be used for instructional materials, tutoring, or summer and after school educational programs. It provides a link to <https://www.stepupforstudents.org/scholarships/newworlds/> for more information. At the bottom of this section is a link to "Understanding Florida Statewide Assessments Reports for Families".

On the left side of the "Resources to Help Your Student" section, there is a summary of the test results: "Test: Grade 4 FAST ELA Reading", "Date Taken: 05/01/2025", "Test Window: PM3 2024-25", "Score: 270", and "Achievement Level: Level 5". Below this summary is a button labeled "Download Detailed Report".

2. CALCULATION OF STUDENT SCORES

This section provides an overview of the calculation of student scores. More detailed information can be found in Volume 1 of this Annual Technical Report.

2.1 THETA SCORE ESTIMATION

Student ability estimates, or *theta scores*, are generated using *pattern scoring*, which is a method that scores students differently depending on which items they answer correctly. Some test items provide more statistical information than other items, and when students answer those items correctly, this improves their ability estimate. Because the B.E.S.T. assessments are calibrated and scored based on the three-parameter logistic (3PL) model and generalized partial credit model (GPCM) of item response theory (IRT) models, with the two-parameter logistic (2PL) model treated as a special case of the 3PL, two students with the same overall raw score but with correct answers to different items may have slightly different ability estimates. The science and social studies assessments are calibrated and scored based on the 3PL model only. Section 7 Scoring, of Volume 1 of this technical report outlines the formulas and rules applied during calculation.

Theta scores are not listed in the reports but are used in the calculation of other scores.

2.2 SCALE SCORES

Scale scores are a linear transformation of a student’s theta score onto a consistent scale. Scale scores are calculated as follows:

$$SS_i = a * \hat{\theta}_i + b$$

where $\hat{\theta}_i$ is an individual student’s ability estimate obtained from maximum likelihood estimation (MLE) in Cambium Assessment, Inc.’s (CAI) scoring engine, and a and b are grade- and subject-specific slope and intercept values. Scale scores are rounded to the nearest whole number for reporting. Section 7.1.2 Scale Scores of Volume 1 of this technical report provides additional details about the calculation of scale scores, as well as the grade and subject slopes and intercepts. Scores for FAST, B.E.S.T., science, and social studies assessments are reported in the Florida Reporting System (FRS).

2.3 ALTERNATE PASSING SCORE

The Alternate Passing Score (APS) is the FSA equivalent score reported on the FAST and B.E.S.T. scaled scores. When scores were reported in the 2022–2023 and fall 2023–2024 school years, there was no approved FAST or B.E.S.T. reporting scale, so cut scores were reported as the FSA-linked equivalent. The FAST and B.E.S.T. scale transformation constants are now known, so the passing scores can be reported on the FAST and B.E.S.T. scales. The State Board of Education adopted the commissioner’s proposed score scale for the FAST and B.E.S.T. assessments on October 18, 2023. Since the cut scores recommended from the summer 2023 standard-setting process have been approved, it is important to note that these APS cut scores were used only with students who were retaking the test. The new FAST and B.E.S.T. cut scores will apply to students taking the FAST and B.E.S.T. assessments for the first time in 2023–2024 and beyond.

The APS was derived from the *equipercenile* relationship between the FSA EOC level 2/3 cut scores, the FAST/B.E.S.T. score scale, and the corresponding APSs on the FAST/B.E.S.T. score scale. The following are the scores for the tests:

- The APS for FAST grade 10 ELA is **246** and above on the FAST scale, which corresponds to the passing score of 350 and above on the FSA grade 10 ELA.
- The APS for B.E.S.T. Algebra 1 EOC is **398** and above on the B.E.S.T. scale, which corresponds to the passing score of 497 and above on the FSA Algebra 1 EOC.
- The APS for B.E.S.T. Geometry EOC is **401** and above on the B.E.S.T. scale, which corresponds to the passing score of 499 and above on the FSA Geometry EOC.

A student’s passing indicator is based on whether the scale score meets the passing requirement, whereas the performance level is based on the scale score and the scale score cut point exclusively.

Alternate Passing Score Eligibility on the FAST & B.E.S.T. Assessments

Grade 10 ELA Reading

Eligibility for using the grade 10 FSA ELA APS cut score on the B.E.S.T. score scale is based on the student cohort. Students who entered grade 9 in 2021–2022 (or prior), regardless of their first attempt at taking the assessment, are eligible to use the FAST APS for graduation purposes. Also, students who entered grade 10 in fall 2023 (or prior), regardless of their first attempt at taking the assessment, are eligible to use the APS for graduation purposes. In addition, students who took the grade 10 FAST ELA assessment in spring 2023 as above-grade-level testers (e.g., grade 9 students receiving grade 10 instruction) are also eligible to use the APS, even though they are NOT in the 2022–2023 cohort.

Algebra 1 and Geometry

Eligibility for using the APS for the B.E.S.T. Algebra 1 and B.E.S.T. Geometry tests is based on **when students first participated in the assessment**. Students who took one of these assessments before the adoption of the new passing scores (i.e., before winter 2023) are eligible to use the APS for Algebra 1 for graduation purposes, or the APS for geometry for scholar designation/ College Access Program (CAP) purposes. Students who participate in the B.E.S.T. Algebra or B.E.S.T. Geometry assessment for the first time in winter 2023 and beyond must obtain the new passing scores for graduation/CAP and scholar designation/CAP purposes, respectively.

Students who took the winter 2023 B.E.S.T. EOC, for the first time, onwards will *not* be APS eligible and will need to earn the passing score based on the new B.E.S.T. cut scores accordingly.

The APS that applies to a particular student will vary depending on the student cohort, when students first participated in the assessment, and the test administration season. Not all historical APSs have been included here. Information about the full range of prior APSs can be found in *The B.E.S.T. and FAST 2023–2024 Administration Summative Scoring Specifications*.

2.4 STANDARD ERRORS

A standard error is a statistical measure that reflects the degree of uncertainty associated with a student’s score. No test is perfectly reliable; therefore, a single test score does not perfectly capture

any student’s performance. The standard error of a test score can be used to judge the degree to which a student would perform differently if he or she were to repeat the test administration. For example, if a student receives a scale score of 350 with a standard error of 10, the properties of the normal distribution suggest that approximately 68% of the time, the student’s score on repeated test administrations would fall between 340 and 360.

3. INTERPRETATION OF REPORTED SCORES

The following business rules are applied for student scores in reporting and the aggregation files that are posted for districts.

3.1 BUSINESS RULES

3.1.1 Inclusion in Aggregation

All aggregate report data are based on the total number of students who took the test and had a reported score. Only students with a score flag status of 1 are included in these data; all other score flags are excluded from aggregation. Thus, students who completed but did not submit their tests for scoring or whose scores were suppressed are not included in the aggregated reports.

3.1.2 Aggregation

Test data are collected at the individual student level during the testing period. Aggregations to a higher unit, such as a school or district, are calculated directly from the student level. More specifically, state, district, and school aggregates are calculated by aggregating all the students in the state, district, and school, respectively. For example, the mean scale score is based on the scale scores of the students in their given district, rather than on the average scale scores of each school in the district.

Records are excluded from aggregation based on the Score Status Flag and School Type. Only records for students who have a Score Status Flag of 1 are included in the regular reporting aggregated data. The aggregated data do not include data for the schools that are assigned a school type of 10, 11, 17, or 99. The Ahfachkee School (school type 14) and Department of Juvenile Justice (DJJ) District do NOT appear on the state aggregate report (SAR) data file and are excluded from the aggregation, but a district aggregate report (DAR) file is generated for them. The state-level summary is the same as what is on the SAR, which is calculated by excluding all special schools.

Table 5 shows the school type information.

Table 5: School Type

Special School Name	School Type
Personalized Education Program	11
Family Empowerment Scholarship Program	11
Department of Juvenile Justice (DJJ) School	10
Department of Juvenile Justice (DJJ) District	10
Private-to-Public School	10
Brick-and-Mortar Private School	17
Home Education Program	99
Ahfachkee School	14

To provide meaningful results and to protect the privacy of individual students, the aggregation results are suppressed if any of the following criteria are met:

- The number of students with reported scores is less than 10.
- All students fall into the same performance level.

When the aggregated score information is suppressed, the number of students is displayed on the aggregation report, but the “—” shows in other score fields.

3.1.3 Student Mobility Rules

Scores are reported based on the enrolled school and district in Cambium Assessment, Inc.’s Test Information Distribution Engine (TIDE) as of the last day of the testing window, if available. Otherwise, the student’s last known school and district are used.

3.1.4 Minimum Group Size

For all grades and subjects, no score data are reported if fewer than 10 students are tested.

This section provides guidance for appropriate interpretations and uses of the test results.

3.1.5 Scale Scores

As described earlier, scale scores are reported for all Florida assessments, including English language arts (ELA) reading, mathematics, B.E.S.T. EOCs, social studies and science EOCs, and science Grades 5 and 8.

Scale scores can be averaged to form overall summaries of student performance within a group.

3.1.6 Alternate Passing Scores

Eligible retake students in grade 10 ELA, Algebra 1, and Geometry receive an alternate passing score. The state and district data files contain a passing status (“Y” for yes or “N” for no).

3.1.7 Reporting Categories

The Florida Department of Education (FDOE) encourages educators to use assessment results in a statistically appropriate way. The comparisons described in this report provide possibilities for evaluation of reporting category scores at the school and district levels.

Reporting category scores will be calculated using maximum likelihood estimation (MLE). These sub-scores, however, will be based only on the items contained in the reporting category. Reporting categories represent groups of student skills, or benchmarks, which are assessed in each grade and subject.

4. APPROPRIATE SCORE USES

The Florida Statewide Assessments are designed primarily to measure student achievement and to determine school and district accountability related to the implementation of the B.E.S.T. Standards, the FAST progress monitoring program, and the implementation of Florida’s standards for science and social studies.

In the 2022–2023 school year, all Florida schools transitioned to B.E.S.T. content standards for English language arts (ELA), reading, and mathematics (including Algebra 1 and geometry), and to the FAST progress monitoring program for grades 3–10 ELA reading and grades 3–8 mathematics. The first test administration for the FAST program was in fall 2022, while the first test administration for the B.E.S.T. standards for Algebra 1 and geometry was in winter 2022. Starting with the 2023–2024 school year, the FAST ELA Reading Retake assessment was offered. Each progress monitoring assessment covers the full-year content expectations for a particular grade level and subject. Therefore, at the beginning of the school year (PM1) and in the middle of the school year (PM2), students may not yet be at grade level; however, this does not necessarily indicate that a student is not on track to succeed by the end of the school year (PM3). The results from PM1 and PM2 are for informational purposes only, providing teachers and families with information to help guide instruction and support throughout the school year based on a student’s strengths and weaknesses.

The Florida Statewide Assessments are summative measures of a student’s performance in a subject at one point in time. They provide a snapshot of the student’s overall achievement, not a detailed accounting of the student’s understanding of specific content areas defined by the standards. Florida Statewide Assessments test scores, when used appropriately, can provide a basis for making valid inferences about student performance. The following list outlines some of the ways that student scores can be used:

- *Reporting results to families of individual students:*

The information can help families begin to understand their child’s academic performance as related to the Florida Statewide Assessments.

- *Evaluating student scores for placement decisions:*

The information can be used to suggest areas needing further evaluation of student performance. Results can also be used to focus resources and staff on a particular group of students who appear to be struggling with the Florida Statewide Assessments. Students may also exhibit strengths or deficits in the reporting categories measured on these tests. Because the reporting categories are based on a small number of items, the scores must be used in conjunction with other performance indicators to assist schools in making placement decisions, such as whether a student should take an improvement course or be placed in a gifted program.

- *Evaluating programs, resources, and staffing patterns:*

Test scores can be a valuable tool for evaluating programs. For example, a school may use its scores as one piece of evidence in evaluating the strengths and weaknesses of a particular academic program or curriculum in the school or district, as it relates to the Florida Statewide Assessments.

4.1 INDIVIDUAL STUDENTS

Scale scores determine whether a student’s performance has met or fallen short of the on-grade criterion level. Test results can also be used to compare the performance of an individual student with the performance of a similar demographic group or an entire school, district, or state group. For example, the score of a Hispanic student in a gifted program could be compared with the average scores of Hispanic students, gifted students, all the students on campus, or any combination of these aggregations.

Reporting category scores provide information about student performance in more narrowly defined academic content areas. For example, individual scores on reporting categories can provide information to help identify areas in which a student may be having difficulty, as indicated by a particular test. Once an area of possible weakness has been identified, supplementary data should be collected to further define the student’s instructional needs.

Finally, individual student test scores **must** be used in conjunction with other performance indicators to assist in making placement decisions. All decisions regarding placement and educational planning for a student should incorporate as much student data as possible.

4.2 GROUPS OF STUDENTS

Test results can be a valuable resource for evaluating the performance of student groups. To gain a comprehensive understanding, data should be examined from multiple perspectives and compared against district- and state-level data. For example, a group’s average scale score may exceed district or state averages, yet the percentage of students deemed proficient within the same group might be lower than those benchmarks. This highlights that no single metric is sufficient to fully understand group performance. Another way that test results can be used is to evaluate the performance of student groups over time. Average scale scores can be compared across test administrations within the same grade and subject area to provide insight into whether student performance is improving across years. The percentages of students in each achievement level can also be compared across test administrations within the same grade and subject area to provide insight into whether student performance is improving across years.

Test scores can also facilitate comparisons among different demographic or program groups within the same grade and subject in a single test administration. Such comparisons can identify which groups demonstrate the highest or lowest average performance or the largest percentage of students performing “on grade” according to the Florida Statewide Assessments. Additionally, analyzing average performance on specific reporting categories can highlight academic strengths and weaknesses, suggesting where further diagnostic efforts may be warranted for targeted groups. Test results for groups of students may also be used when evaluating instructional programs; year-to-year comparisons of average scale scores, or the percentage of students considered proficient in the program, will provide useful information. Considering test results by subject area and by reporting category may be helpful when evaluating curriculum, instruction, and their alignment to standards because all Florida Statewide Assessments are designed to measure content areas within the required state standards.

Generalizations from test results can be made to the specific content domain represented by the reporting categories being measured on the test. However, because each test measures a finite set of skills through a limited set of items that may vary from year to year, any generalizations about

student achievement derived solely from a particular test should be made cautiously and with full reference to the fact that the conclusions were based on only one test. All instructions and program evaluations should include as much information as possible to provide a more complete picture of performance.

5. CAUTIONS FOR SCORE USE

Test results can be interpreted in many ways and used to answer many different questions about a student, educational program, school, or district. As these interpretations are made, there are always cautions to consider.

5.1 UNDERSTANDING MEASUREMENT ERROR

While assessment results provide valuable information to understand students' performance, these scores and reports should be used with caution. It is important to note that the reported scale scores are estimates of true scores and hence do not represent the precise measure of student performance. A student's scale score is associated with measurement error, and thus users need to consider measurement error when using student scores to make decisions about student achievement. Moreover, although student scores may be used to help make important decisions about students' placement and retention, or teachers' instructional planning and implementation, assessment results should not be used as the only source of information. Given that assessment results measured by a test provide limited information, other sources on student achievement, such as classroom assessment and teacher evaluation, should be considered when making decisions on student learning. Finally, when student performance is compared across groups, users need to consider the group size. The smaller the group size, the larger the measurement error related to the aggregate data, thus requiring interpretation with more caution.

5.2 USING SCORES AT EXTREME ENDS OF THE DISTRIBUTION

As with any fixed-length test, student scores at the extremes of the score range must be viewed cautiously. For instance, if a student achieves the maximum scale score for the grade 9 mathematics assessment, it cannot be determined whether the student would have achieved a higher score if a higher score were possible. Caution should be taken when comparing students who score at the extreme ends of the distribution.

Analyses of student scores at the extreme ends of the distribution should also be cautiously undertaken because of a phenomenon known as regression toward the mean. Students who scored high on the test may achieve a lower score the next time they test because of regression toward the mean. (The magnitude of this regression effect is proportional to the distance of the student's score from the mean and bears an inverse relationship to reliability.) For example, if a student who obtained a score of 38 out of 40 took the same test again, there would be many more opportunities—compared to a student with a score close to the mean—to incorrectly answer an item that he or she originally answered correctly (38 opportunities, in fact), while there would only be two opportunities to correctly answer items missed the first time. If an item is answered differently, it is more likely to decrease the student's score than to increase it. The converse of this is also true for a student with a very low score; the next time the student tests, he or she is more likely to achieve a higher score, and this higher score may be a result of regression toward the mean rather than an actual gain in achievement. It is more difficult for students with very high or very low scores to maintain their scores than it is for students in the middle of the distribution. The regression toward the mean phenomenon applies to any test and is another reason to be cautious when interpreting any scores at the extreme ends of the distribution.

5.3 INTERPRETING SCORE MEANS

The scale score mean (or average) is computed by summing all students' scale scores and dividing by the total number of students. Although the mean provides a convenient and compact representation of where the center of a set of scores lies, it is not a complete representation of the observed score distribution. Two groups with very different score distributions can have the same mean scale score. When the mean of a group's scale score falls above the scale score designated as the passing or proficient cut score, it does not necessarily follow that most students received scale scores higher than the cut score. It can be the case that a majority of students received scores lower than the cut score, while a small number of students got very high scores. Only when more than half of the students score at or above the particular scale score can one conclude that most students passed or are proficient on the test. Therefore, both the scale score mean and percentage at or above a particular scale cut score should be examined when comparing results from one test administration to another.

5.4 USING REPORTING CATEGORY INFORMATION

Reporting category information can be useful as a preliminary survey to help identify skill areas in which further diagnosis is warranted. The standard error of measurement (SEM) associated with these generally brief scales makes drawing inferences from them at the individual level very suspect; more confidence in inferences is gained when analyzing group averages. When considering data at the reporting-category level, the SEM increases because the number of possible items is small. In order to provide comprehensive diagnostic data for each reporting category, the tests would have to be prohibitively lengthened. Once an area of possible weakness has been identified, supplementary data should be gathered to understand strengths and deficits.

5.5 PROGRAM EVALUATION IMPLICATIONS

Test scores can serve as a valuable tool in evaluating educational programs; however, they represent only one aspect of student performance and program effectiveness. As stated in Standard 13.9 of the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014):

“In evaluation or accountability settings, test results should be used in conjunction with information from other sources when the use of the additional information contributes to the validity of the overall interpretation.” The Florida Statewide Assessments are not all-encompassing assessments measuring every factor that contributes to the success or failure of a program. While test data can enhance the accuracy of evaluation decisions when fully utilized, it is essential that users view test scores as only one component of a broader, comprehensive evaluation system that includes multiple sources of evidence.

6. DATA FORENSIC ANALYSIS OF TEST DATA

After the testing window is closed, Caveon Exam Security® reviews the data for statistical anomalies that may be indicative of test administration irregularities, including test security threats. Caveon performs the analysis on individual test instances as well as groups of tests, including districts, schools, and proctors.

Possible examples of test security vulnerabilities include a student copying another student’s answers, or a test administrator coaching students or changing students’ answers. The data forensic analyses use several statistics to detect

- tests with unusually fast and/or erratic response times;
- tests with unusual numbers of perfect tests, where “perfect” is defined as a test that received the maximum score observed in the data on all the items presented on that test;
- tests with unusual performance differences associated with subsets of items, which may be indicative of prior knowledge of those items;
- tests with unusual numbers of visits to items and potential performance increases associated with high numbers of visits; and
- groups of tests with anomalous detection rates or score gains associated with the various statistics.

Through the results of these statistical analyses, it is possible to identify vulnerabilities in the testing networks and guide decisions and actions for improving the test administrations.

REFERENCES

American Educational Research Association (AERA), American Psychological Association (APA), & National Council on Measurement in Education (NCME). (2014). *Standards for educational and psychological testing*.
https://www.testingstandards.net/uploads/7/6/6/4/76643089/standards_2014edition.pdf