



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

# Understanding Florida Statewide Assessments Reports for Families

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April 2026

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## Introduction

Florida provides K–12 statewide student assessments that measure student performance on specific standards. To learn about the individual K–12 assessments offered in Florida, visit the following links:

- [Florida Assessment of Student Thinking \(FAST\) Assessments](#): The FAST coordinated screening and progress monitoring program includes grades 3 through 10 English Language Arts (ELA) Reading and grades 3 through 8 Mathematics assessments that are aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and are administered three times per year.

FAST comprises the following three progress monitoring (PM) windows:

- **PM1** – This administration occurs at the beginning of the school year and provides teachers with baseline scores that allow them to track their students’ progress learning the B.E.S.T. Standards from PM1 through PM3.
- **PM2** – This administration provides teachers with mid-year scores to compare to their students’ baseline scores from PM1.
- **PM3** – This administration provides summative scores that accurately measure students’ mastery of the B.E.S.T. Standards at the end of the school year.

Information about Voluntary Pre-Kindergarten (VPK) assessments can be found [here](#). Information about K–2 assessments can be found in [Understanding FAST K–2 Reports for Families](#).

- [End-of-Course \(EOC\) Assessments](#): The EOC assessments are designed to measure student achievement of the specified standards for middle- and high-school level courses in Mathematics (Algebra 1 and Geometry), Science (Biology 1), and Social Studies (Civics and U.S. History).
- [Statewide Science Assessment](#): The Statewide Science Assessment measures student success with Florida's State Academic Standards for Science and includes assessments in grades 5 and 8. The science assessments are summative tests administered during the Spring administration only.
- [Writing Assessments](#): Writing assessments aligned to the B.E.S.T. Standards are administered to grades 4–10. The scores are reported in Family Portal after the testing window closes and once all quality assurance checks have been completed. Information about writing results can be found in [Understanding B.E.S.T. Writing Reports for Families](#).
- [Florida Civic Literacy Exam \(FCLE\)](#): The FCLE measures civic literacy competency for students who are completing a U.S. Government course.

Please refer to the [FAST Grades 3–10 Fact Sheet](#) and [B.E.S.T. Algebra 1 and Geometry Fact Sheet](#) for more information on the FAST and B.E.S.T. EOC assessments. Please refer to the [K-12 FCLE Fact Sheet](#), [Statewide Science Fact Sheet](#), and [Science and Social Studies EOC Fact Sheet](#) for more information on these assessments.

The dates for each testing window can be found in the [2025–2026 Statewide Assessment Schedule](#).

Most students, including English Language Learners (ELLs) and exceptional student education (ESE) students, enrolled in the tested grade levels or courses participate in the FAST test administrations. Allowable accommodations are provided to ELL and ESE students with these accommodations documented on their Individual Education Plans (IEPs) or Section 504 Plans.

## New for the 2025–2026 School Year

We have provided the following enhancements for the current school year:

**Spanish translated Individual Student Reports (ISRs):** Beginning in Winter 2025, Spanish translated ISRs are available.

**Summer 2025 and Summer 2026 Assessments:** Summer 2025 and Summer 2026 Grade 3 FAST ELA Reading, EOC and FAST Reading Retake will both be reported in the 2025–2026 school year in Family Portal.

## Testing Format

The FAST grades 3–10 ELA Reading, FAST ELA Reading Retake, FAST grades 3–8 Mathematics, Grades 5 and 8 Science, and all EOC assessments are computer-adaptive tests (CATs). The FCLE is a computer-based fixed form test. Sample items are available in the [Sample Items](#) area of the Florida Statewide Assessments Portal. For more information about Florida’s CATs, please refer to the [FAQ](#).

Paper-based accommodated test forms will be provided for students with that accommodation listed on their IEPs or Section 504 Plans. Accommodated paper-based forms include regular print, large print, braille, and one-item-per-page; and computer-based accommodations include answer masking and text-to-speech (TTS).

## Florida Assessment Scores

The FAST grades 3–10 ELA Reading, FAST ELA Reading Retake, FAST grades 3–8 Mathematics, B.E.S.T. EOC, Science, Social Studies, and FCLE results are all reported in Florida’s Family Portal.

The following information will be reported:

- Students will receive an overall scale score and achievement level.
- Students will also receive achievement levels by reporting category.
- Percentile ranks will be reported during each PM window for FAST grades 3–10 assessments only and will be based on the previous school year’s percentile ranks.
- Comparisons at the school, district, and state levels will be provided.

For FCLE, an overall raw score, raw scores by reporting category, and passing status are reported in Family Portal. The passing score for FCLE is 60% correct.

## Scale Scores and Achievement Levels

Standard setting took place in Summer 2023 to establish the B.E.S.T. scale. Starting in Winter 2023, scores for FAST and B.E.S.T. EOCs are reported on the scale approved by the State Board of Education. The scale score ranges differ by grade and subject (refer to [FAST and B.E.S.T. Achievement Levels](#) and [Science and Social Studies Achievement Levels](#)).

Achievement levels describe a student’s success with the content assessed. As required by state law, achievement levels range from 1 to 5, with Level 1 as the lowest and Level 5 as the highest. Achievement Level 3 indicates on grade level performance across all assessments. A breakdown of achievement levels for each assessment is provided in [Figure 1](#) and [Figure 2](#).

### **PM1 and PM2 Scores**

Each progress monitoring test administration covers the full test blueprint, meaning that all content expectations for that subject and grade level are assessed. Consequently, for PM1 and PM2, a student is likely to not score at grade level; however, that does not necessarily indicate that the student is not on track to succeed. It is important for teachers and families to understand that score information is intended to provide baseline and mid-year results for PM1 and PM2, respectively. PM1 and PM2 results are for informational purposes only and should be used to identify areas in which students may need additional instruction and support. These results should not be considered student achievement designations.

### **PM3 Scores**

PM3 results provide a summative score at the end of the year to measure student mastery of the grade-level content standards. The PM3 student report includes the student's performance for all three testing windows for comparison if the student participated in each PM opportunity.

## FAST and B.E.S.T. Achievement Levels

The following images illustrate each achievement level and provide the scale score ranges for each level by grade/course for FAST and B.E.S.T. EOC assessments. Achievement levels range from Level 1 to Level 5. Achievement Level 3 indicates on grade level performance across all assessments.

Figure 1. FAST and B.E.S.T. 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. FAST and B.E.S.T. Scale Score Ranges for Each Achievement 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 4 ELA Reading  | 154–198 | 199–212 | 213–223 | 224–236 | 237–270 |
| Grade 5 ELA Reading  | 160–205 | 206–221 | 222–231 | 232–245 | 246–279 |
| Grade 6 ELA Reading  | 161–208 | 209–224 | 225–236 | 237–249 | 250–284 |
| Grade 7 ELA Reading  | 165–214 | 215–231 | 232–241 | 242–256 | 257–292 |
| Grade 8 ELA Reading  | 169–219 | 220–237 | 238–250 | 251–261 | 262–300 |
| Grade 9 ELA Reading  | 174–223 | 224–241 | 242–253 | 254–266 | 267–303 |
| Grade 10 ELA Reading | 179–229 | 230–246 | 247–257 | 258–270 | 271–308 |
| ELA Reading Retake   | 179–229 | 230–246 | 247–257 | 258–270 | 271–308 |
| Grade 3 Mathematics  | 140–182 | 183–197 | 198–208 | 209–224 | 225–260 |
| Grade 4 Mathematics  | 155–199 | 200–210 | 211–220 | 221–237 | 238–273 |
| Grade 5 Mathematics  | 158–206 | 207–221 | 222–233 | 234–245 | 246–285 |
| Grade 6 Mathematics  | 168–212 | 213–228 | 229–238 | 239–253 | 254–287 |
| Grade 7 Mathematics  | 175–222 | 223–234 | 235–246 | 247–257 | 258–288 |
| Grade 8 Mathematics  | 183–226 | 227–243 | 244–253 | 254–262 | 263–291 |
| Algebra 1            | 325–378 | 379–399 | 400–417 | 418–434 | 435–475 |
| Geometry             | 325–384 | 385–403 | 404–422 | 423–431 | 432–475 |

Science and Social Studies Achievement Levels

The following images illustrate each achievement level and provide the scale score ranges for each level by grade/course for Science and Social Studies assessments. Achievement levels range from Level 1 to Level 5. Achievement Level 3 indicates on grade level performance across all assessments.

Figure 2. Science and Social Studies Achievement Levels

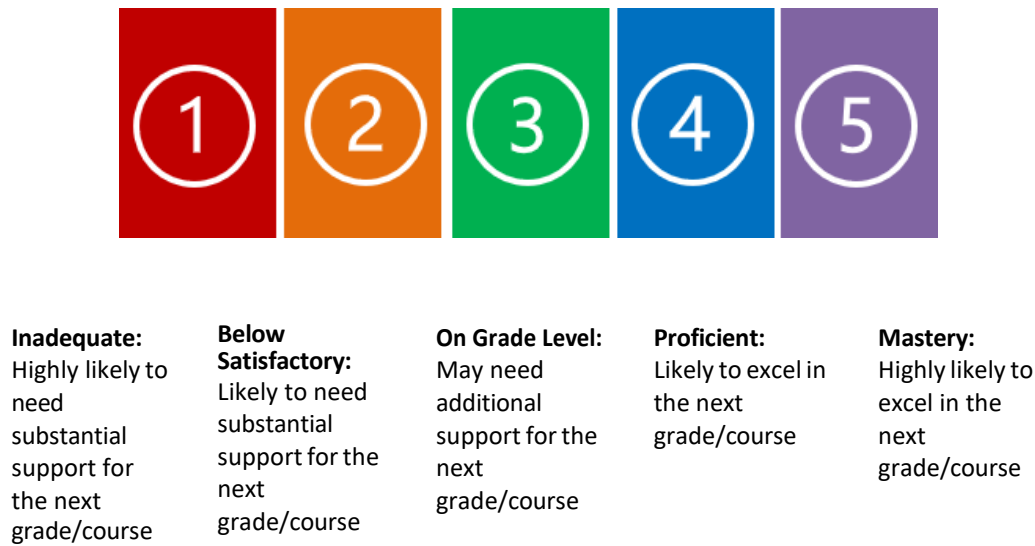


Table 2. Science and Social Studies Scale Score Ranges for Each Achievement Level

| Assessment      | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-----------------|---------|---------|---------|---------|---------|
| Grade 5 Science | 140–184 | 185–199 | 200–214 | 215–224 | 225–260 |
| Grade 8 Science | 140–184 | 185–202 | 203–214 | 215–224 | 225–260 |
| Biology 1       | 325–368 | 369–394 | 395–420 | 421–430 | 431–475 |
| Civics          | 325–375 | 376–393 | 394–412 | 413–427 | 428–475 |
| U.S. History    | 325–377 | 378–396 | 397–416 | 417–431 | 432–475 |

Alternate Passing Score (APS)

An APS is established for graduation tests after linking has been conducted between the old scale and the new scale, and when the old passing score links to a score below Level 3 on the new scale. Student eligibility is determined by the year they entered grade 9 for Grade 10 ELA Reading or when they first participated in an assessment for B.E.S.T. EOCs; eligible students may use these scores to satisfy assessment graduation requirements. More information about APS scores and student eligibility can be found in the [Graduation Requirements for Florida’s Statewide Assessments](#) document.

## Family Portal

Families can access their student's Florida Statewide Assessment results in [Family Portal](#) using the login information provided by the student's school. Families will need their student's six-digit access code (provided by the school), date of birth, and first name as it appears on school records. Families can access Family Portal directly from the Florida Statewide Assessments portal or through their district's Student Information System (SIS). Results from Fall 2020 onwards are provided in Family Portal.

Some districts have partnered with Cambium Assessment, Inc. (CAI) to include a link to Family Portal as part of their district's parent portal. If this is the case in your district, then you will not need the access code; you will only need the login information for the district's portal. Please speak to your student's school if you are not sure if this applies to you.



**Note:** As part of best practice security measures, access codes will be reset annually in October. Please check with your school to receive the new access code.

Three days after the testing window opens, scores and Detailed Individual Student Reports (ISRs) will begin to populate in Family Portal. Throughout the rest of the testing window, scores and Detailed ISRs will populate within 24 hours of the student completing their tests.

On the Family Portal Dashboard ([Figure 3](#)), families can see their student's overall scale score and achievement level, as well as a chart indicating the student's scale score and where it falls in the achievement level. For FAST grades 3–10 assessments only, the student's percentile rank is also displayed. There are the following two options on each test card:

- **View Detailed Report**—Families can access additional information about their student's results by clicking this button ([blue](#)-shaded area).
- **Download Detailed Report**—Families can download a copy of their student's ISR in either English or Spanish, by clicking this button ([green](#)-shaded area). ([Figure 4](#)).

Figure 3. Family Portal Dashboard

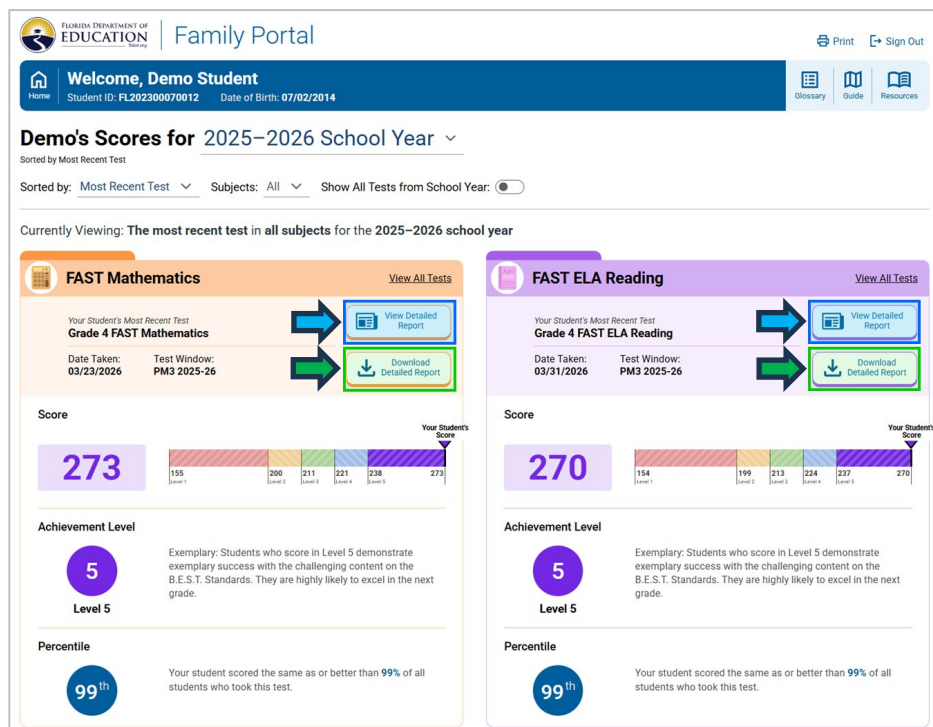
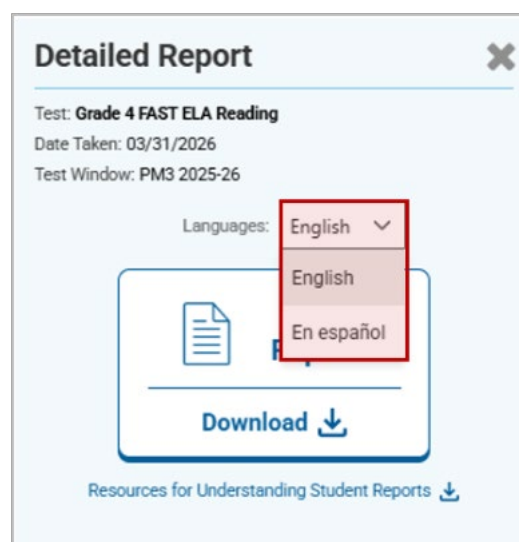


Figure 4. Language Selection Menu for Downloading an Individual Student Report



The View Detailed Report button will take you to your student’s results page ([Figure 5](#)), which contains the following tabs (**orange**-shaded area):

- **Overall:** This tab displays the overall results for the assessment that the student completed ([Figure 5](#)).
- **Category Results:** This tab displays the reporting categories for the test and the student's performance in each reporting category ([Figure 6](#)).
- **Test Questions:** This tab displays the number of test questions, the reporting category for each question, and the student's score for each question ([Figure 7](#)). Please note, field test items do not count towards student scores and are not included.
  -  **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.
- **Progress:** This tab displays the student’s performance over time once the student has participated in more than one PM window for the current school year ([Figure 8](#)). This tab is only available for FAST grades 3–10 assessments.
  - Two charts are displayed for PM3. The chart on the left shows the student’s PM3 performance across years (**blue**-shaded area), and the chart on the right shows PM1, PM2, and PM3 performance from the current school year (**green**-shaded area).
- **Resources to Help Your Student:** This tab contains the following helpful information:
  - **Strategies to Improve Your Student’s Understanding:** This page contains suggested strategies based on the student’s results to improve their understanding of the subject area tested ([Figure 9](#)).
  - **Additional Resources:** This page contains links to resources corresponding to the test ([Figure 10](#)).

Figure 5. Detailed Report Page

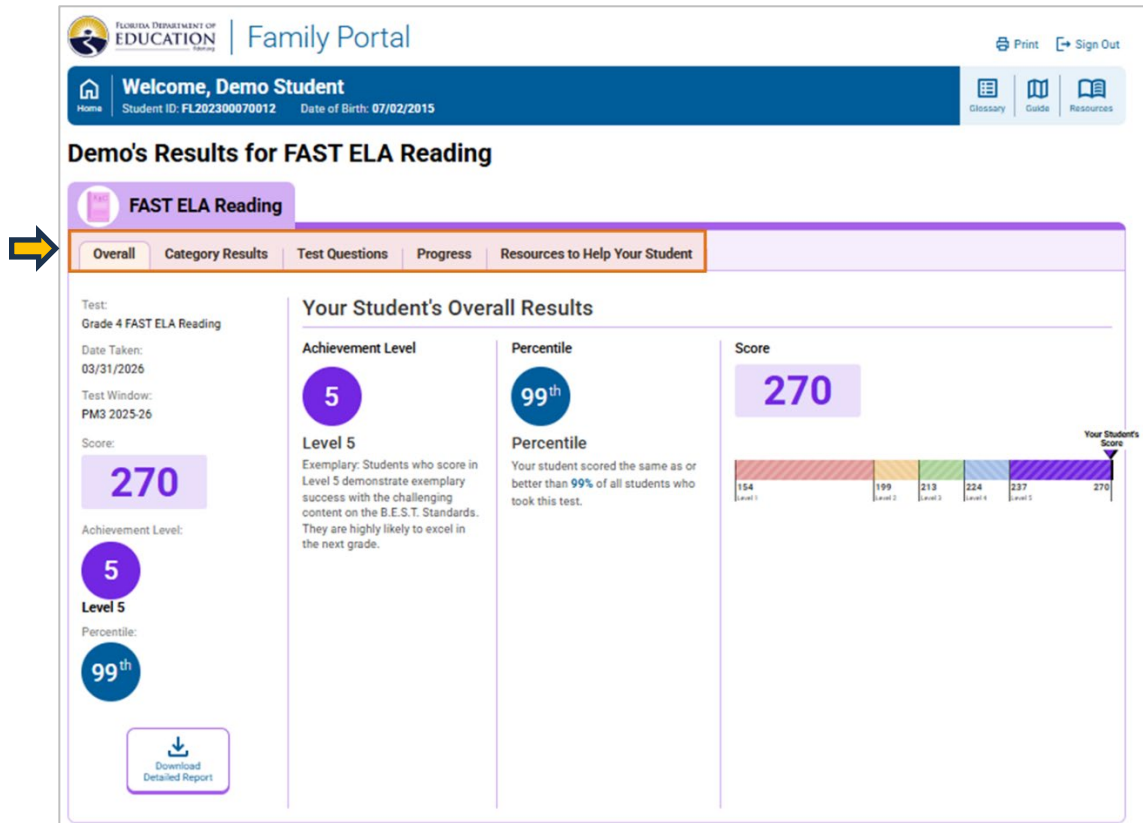


Figure 6. Category Results Tab

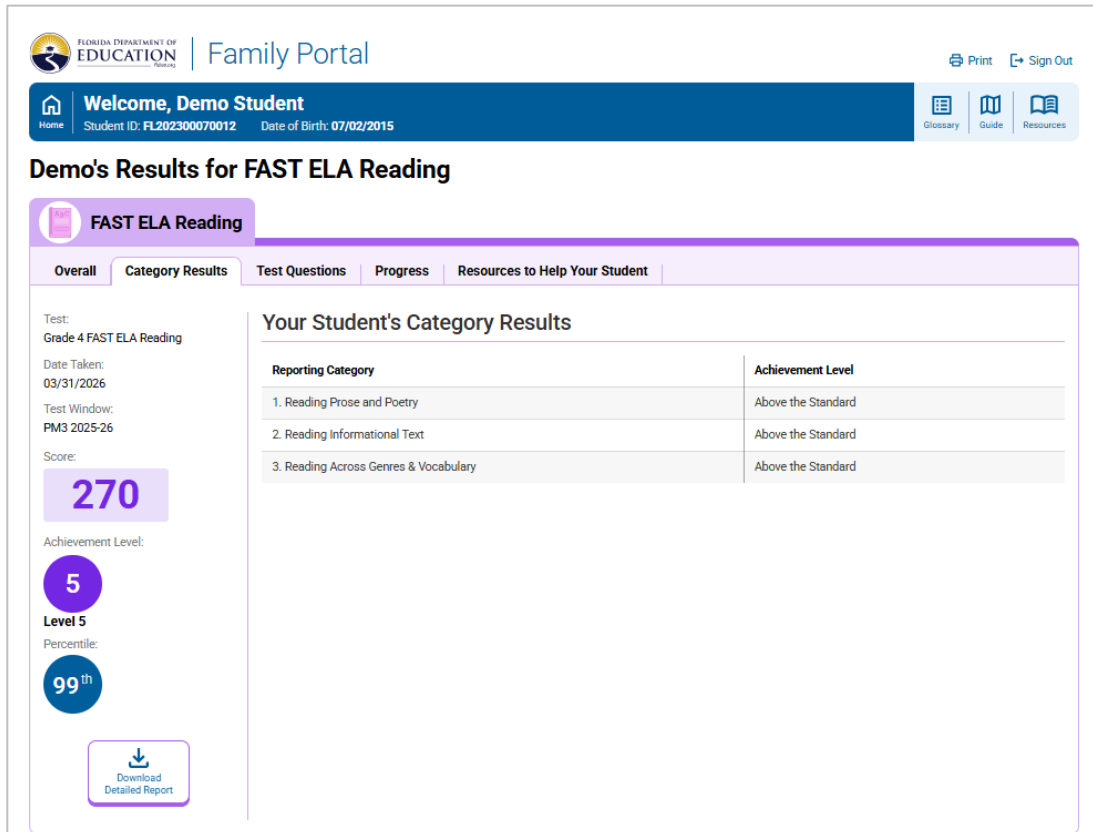


Figure 7. Test Questions Tab

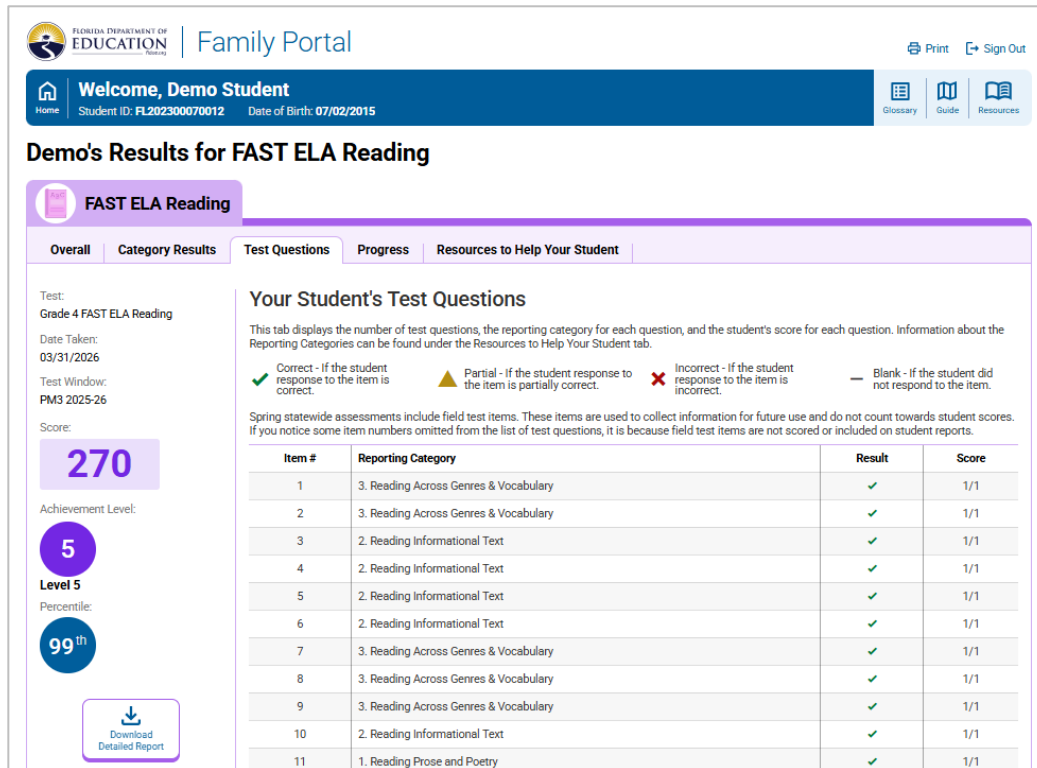


Figure 8. Progress Tab

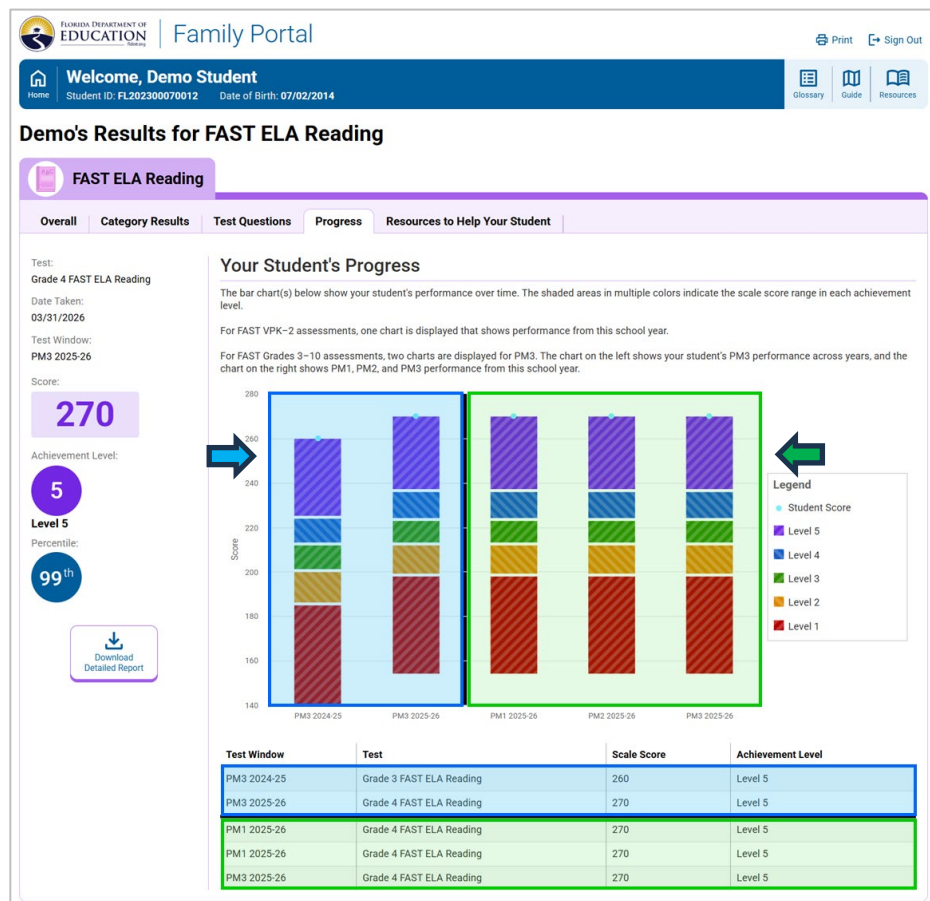


Figure 9. Resources Tab: Strategies to Improve Your Student's Understanding


**Family Portal**

 Print
  Sign Out


**Welcome, Demo Student**

Student ID: FL202300070012
 Date of Birth: 07/02/2015

 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:  
03/31/2026  
Test Window:  
PM3 2025-26  
Score:  
**270**  
Achievement Level:  
**5**  
Level 5  
Percentile:  
**99<sup>th</sup>**  
 Download Detailed Report

#### Resources To Help Your Student

[Strategies to Improve Your Student's Understanding](#) [Additional Resources](#) [Print Resources](#)

##### Strategies to Improve Your Student's Understanding


**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.

Figure 10. Resources Tab: Additional Resources


**Family Portal**

 Print
  Sign Out


**Welcome, Demo Student**

Student ID: FL202300070012
 Date of Birth: 07/02/2015

 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:  
03/31/2026  
Test Window:  
PM3 2025-26  
Score:  
**270**  
Achievement Level:  
**5**  
Level 5  
Percentile:  
**99<sup>th</sup>**  
 Download Detailed Report

#### Resources To Help Your Student

[Strategies to Improve Your Student's Understanding](#) [Additional Resources](#) [Print Resources](#)

##### Additional Resources

- [B.E.S.T. Achievement Level Descriptions](#)
- [FAST 3-10 Fact Sheet](#)
- [FDOE B.E.S.T. Assessment Resources](#)
- [New Worlds Reading Initiative](#)  
If your student scored in Level 1 or Level 2, they are eligible to receive free books on a monthly basis through the New Worlds Reading Initiative. Visit <http://newworldsreading.com> for more information.
- [Understanding Florida Statewide Assessments Reports for Families](#)

## Individual Student Reports (ISR)

On the following pages, we provide explanations for the different sections included in the Individual Student Report (ISR) for FAST ELA Reading, FAST ELA Reading Retake, FAST Mathematics, B.E.S.T. EOCs, grades 5 and 8 Science (Spring only), and Science and Social Studies EOCs. The student's school may provide this report electronically through the district's parent portal, or a printed copy may be provided. This report is also available on Family Portal. ISRs may be generated in either English or Spanish. Several of the report's features, such as longitudinal trends, will not be meaningful until a student participates in more than one testing window.

Simple Individual Student Report

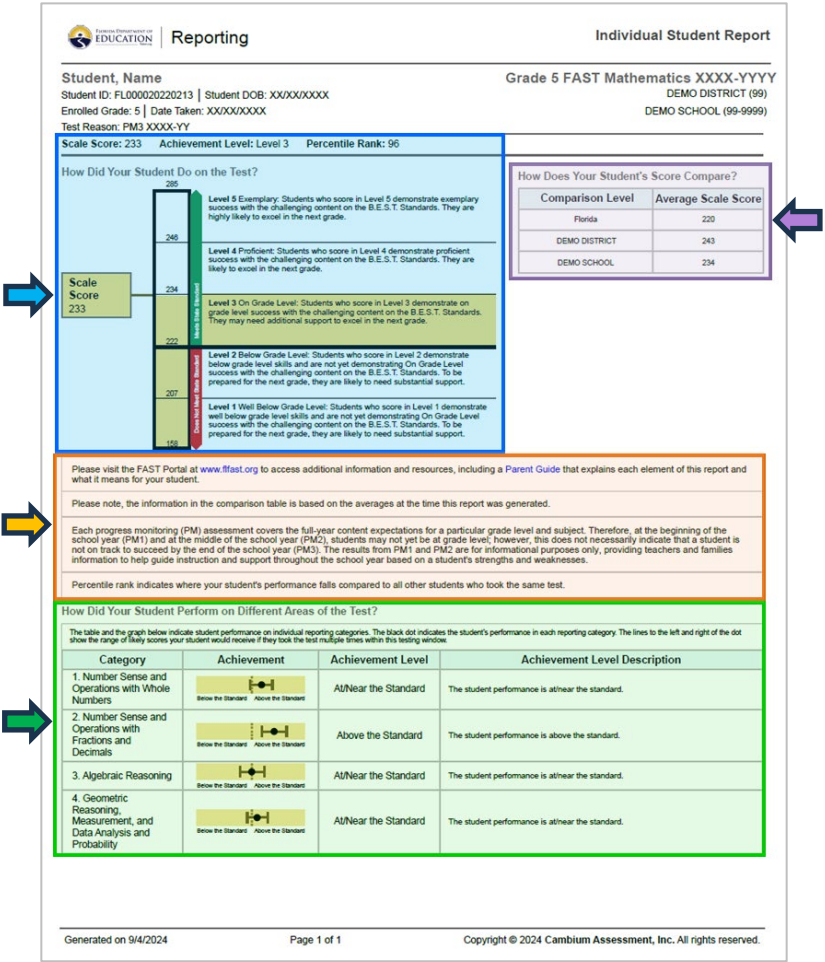
A simple student report is a one-page report that provides a summarized overview of a student’s performance. The information in the simple ISR is the same for all subjects.

Simple Individual Student Report

The top of the ISR contains student, school, and district information and the grade level/subject assessment the student took. The example shown in the following graphic is for a grade 5 FAST Mathematics test. The following is an explanation of the highlighted elements:

- **Score Information:** The blue-shaded area displays the student’s scale score, achievement level, percentile rank, and a chart indicating the student’s scale score and where it falls in the achievement level.
- **Score Comparison:** The purple-shaded area allows parents to review how their student's scale score compares with their peers at the school, district, and state level. This information is generated when the report is created; therefore, the data will change throughout the testing window.
- **Notes for Families:** The orange-shaded area contains important notes for families. This information may change between administrations and subjects.
- **Performance by Reporting Category:** The green-shaded section displays the student’s achievement level (below, at/near, or above the standard) for each reporting category on the test. These classifications indicate a student’s level of success with items that assess the benchmarks within each category.

Figure 11. Simple Individual Student Report



Detailed Individual Student Report

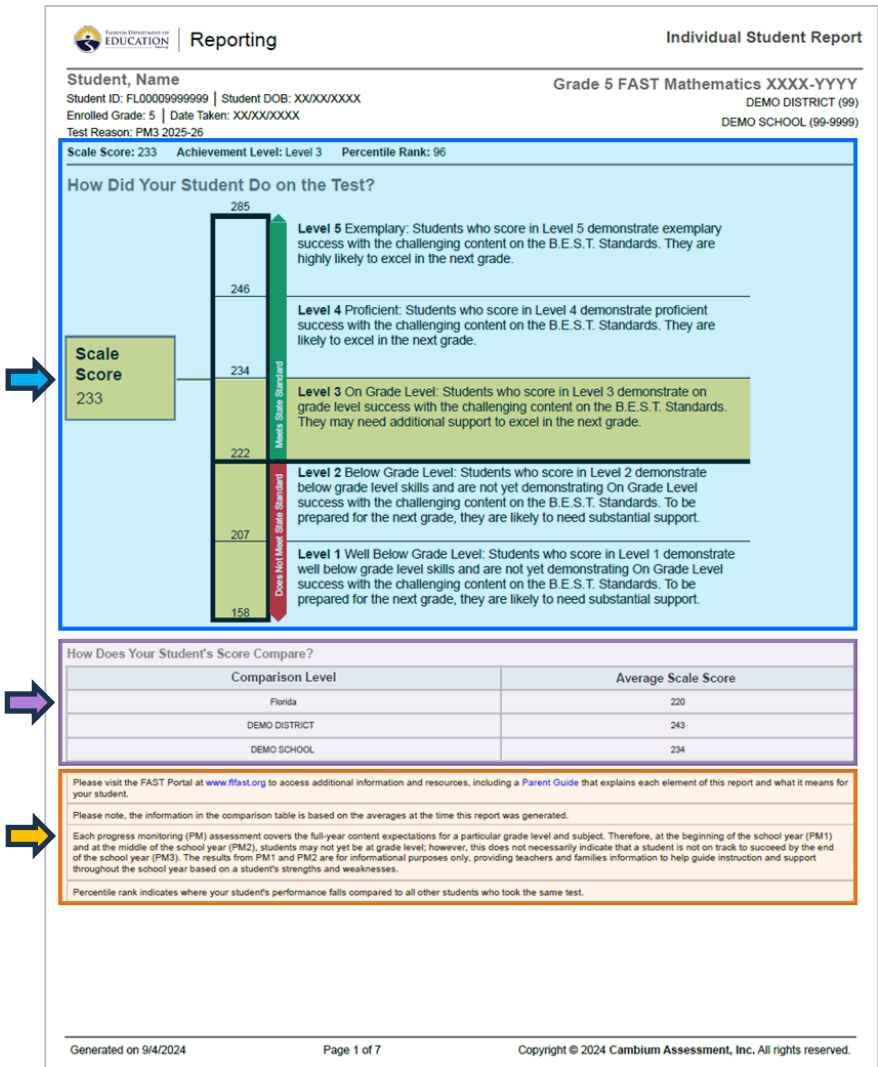
The sample provided in this section is the detailed student report that shows how the student performed across testing windows and on each assessed benchmark.

Overall Test Information in the Detailed Individual Student Report

The top of the ISR contains student, school, and district information and the grade level/subject assessment the student took. The example shown in the following graphic is for a grade 5 FAST Mathematics test. The following is an explanation of the highlighted elements:

- **Score Information:** The blue-shaded area displays the student’s scale score, achievement level, percentile rank, and a chart indicating the student’s scale score and where it falls in the achievement level.
- **Score Comparison:** The purple-shaded area allows parents to review how their student's scale score compares with their peers at the school, district, and state level. This information is generated when the report is created; therefore, the data will change throughout the testing window.
- **Notes for Families:** The orange-shaded area contains important notes for families. This information may change between administrations and subjects.

Figure 12. Detailed Individual Student Report—Overall Test Information

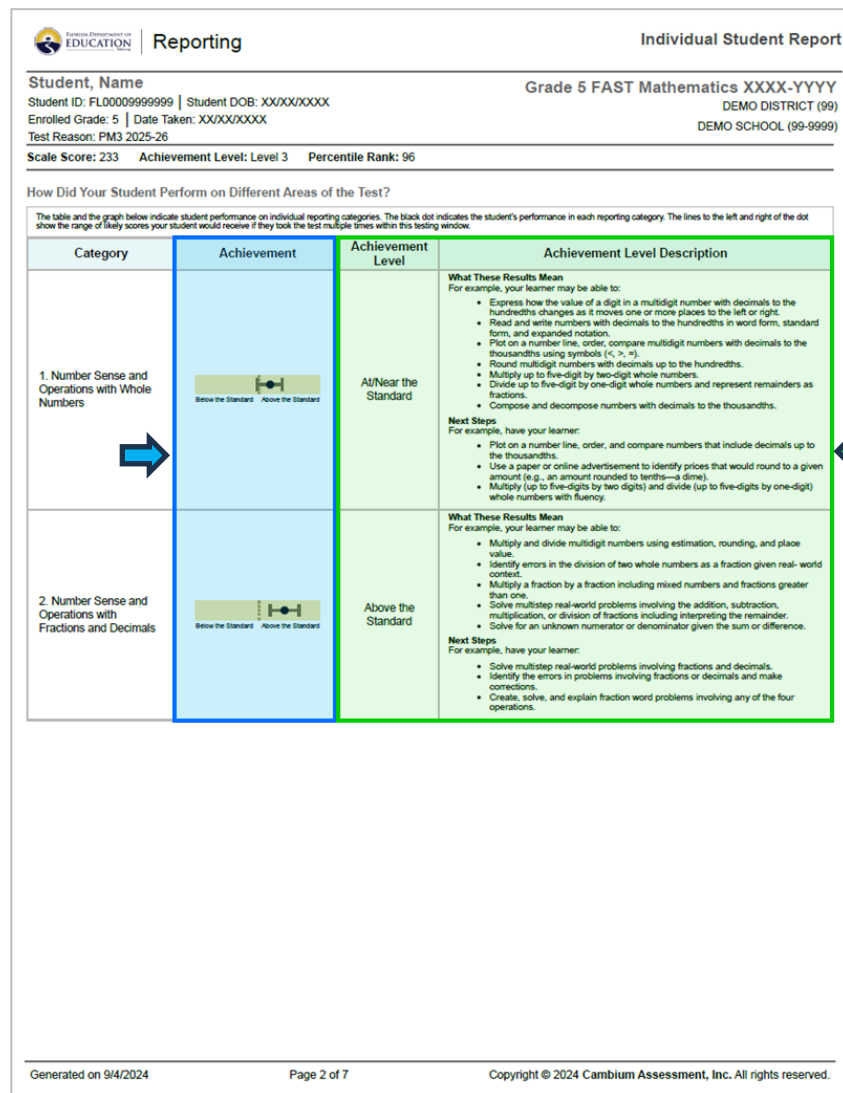


## Reporting Category Performance in the Detailed Individual Student Report

The reporting category section of the ISR contains the student's achievement level (below, at/near, or above the standard) for each reporting category on the test. These classifications indicate a student's level of success with items that assess the benchmarks within each category. The following is an explanation of the highlighted elements:

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

Figure 13. Detailed Individual Student Report—Reporting Category Performance



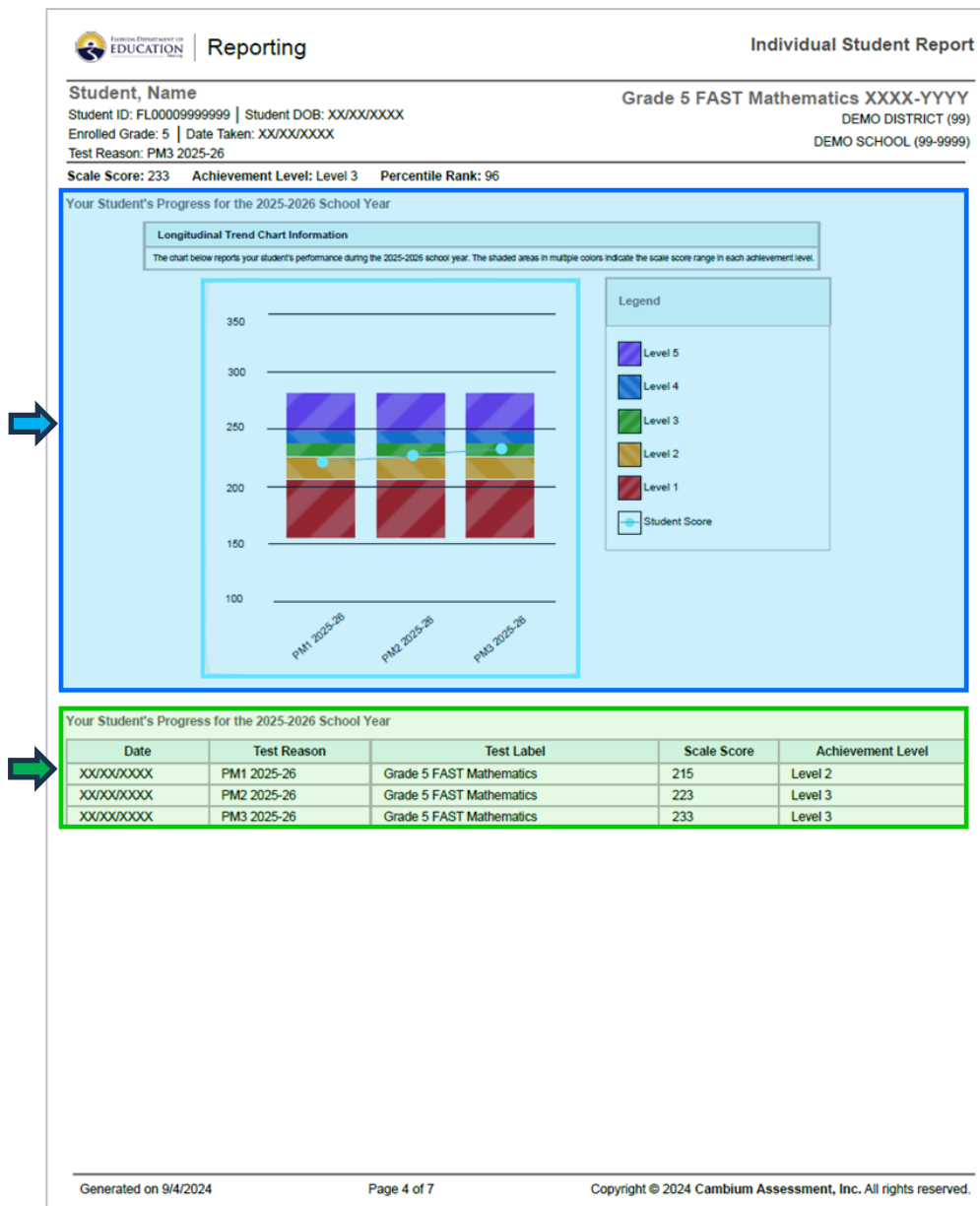
More information on achievement levels and reporting categories can be found in the [FAST and B.E.S.T. Achievement Levels](#), [Science and Social Studies Achievement Levels](#), and [Reporting Categories](#) sections.

## Student Progress for the Current School Year in the Detailed Individual Student Report

The student progress for the current school year section of the ISR contains additional information that will be more meaningful once a student has participated in more than one PM window for the current school year. It illustrates how student performance may have changed from PM1 to PM3. This page is only available for FAST ELA Reading and Mathematics. The following is an explanation of the highlighted elements:

- **Longitudinal Trend Chart:** The **blue**-shaded area displays the student's achievement level over time. The bottom of the chart indicates the PM window in which the student took each test, allowing the user to compare the student's performance between administrations.
- **Progress Table:** The **green**-shaded area contains the same information as the trend chart and lists the date of each test, PM window, test name, scale score, and achievement level.

Figure 14. Detailed Individual Student Report—Student Progress for the Current School Year

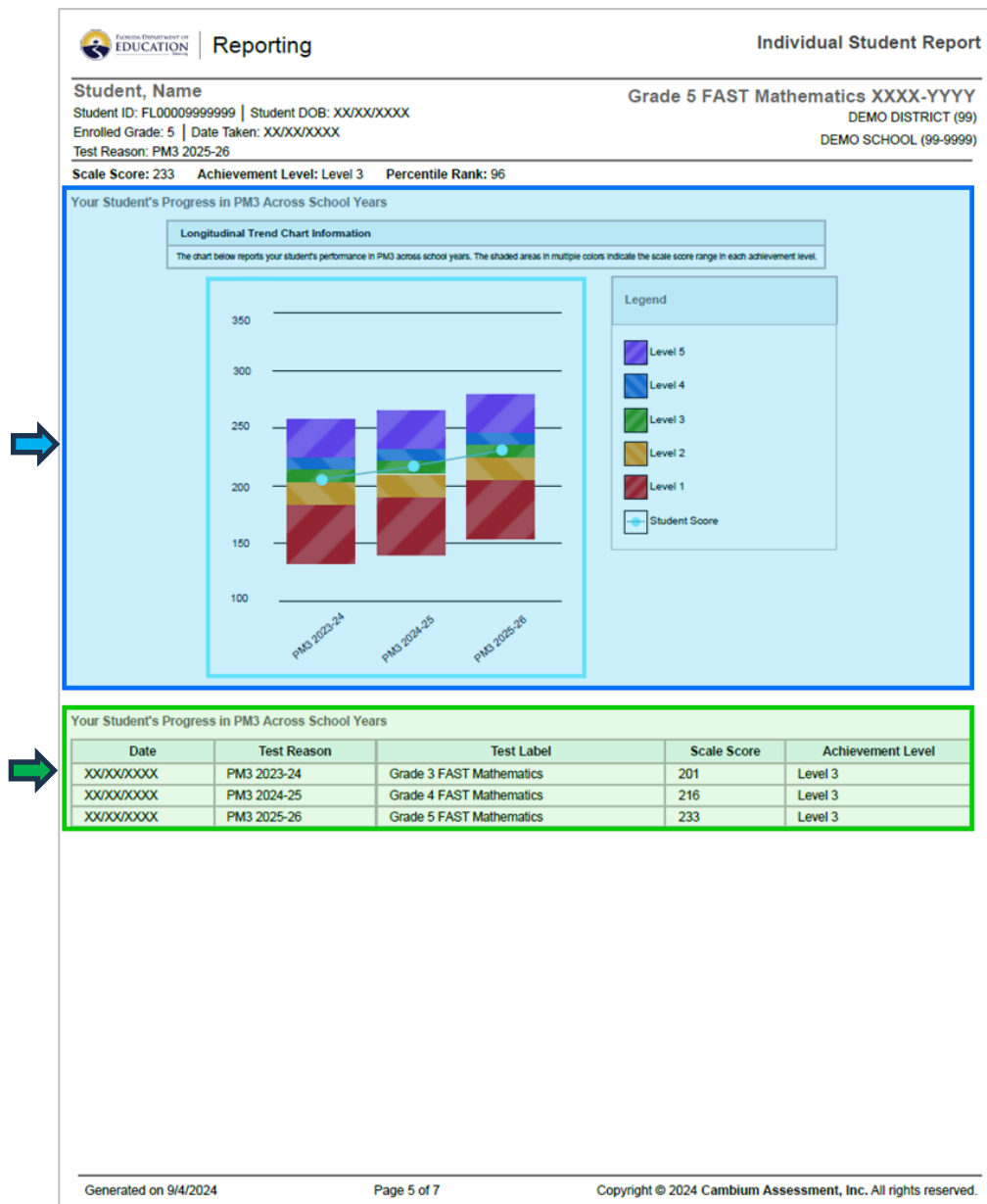


## Student Progress Across School Years in the Detailed Individual Student Report

The student progress across school years section of the ISR contains additional information that will be more meaningful once a student has participated in more than one PM3 window across the school years. It allows the user to make comparisons across school years. This page is only available for FAST ELA Reading and Mathematics and for the PM3 administration. The following is an explanation of the highlighted elements:

- **Longitudinal Trend Chart:** The **blue**-shaded area displays the student's achievement level for PM3 over time. The bottom of the chart indicates the school year in which the student took each PM3 test, allowing the user to compare the student's performance between years.
- **Progress Table:** The **green**-shaded area contains the same information as the trend chart and lists the date of each test, PM3 window, test name, scale score, and achievement level.

Figure 15. Detailed Individual Student Report—PM3 Comparison Across School Years



## Benchmark Performance in the Detailed Individual Student Report

The benchmark performance section of the ISR contains information on how the student performed on the test. The following is an explanation of the highlighted elements:

- **Points Earned Table:** The **orange**-shaded area displays the total number of items for each reporting category, benchmark key, benchmark, points earned, and points possible.



**Note:** Field test items do not count towards student scores and are not included in reports.

Figure 16. Detailed Individual Student Report—Benchmark Performance



**Reporting**

**Individual Student Report**

---

**Student, Name**

Student ID: FL00009999999 | Student DOB: XX/XX/XXXX

Enrolled Grade: 5 | Date Taken: XX/XX/XXXX

Test Reason: PM3 2025-26

**Grade 5 FAST Mathematics XXXX-YYYY**

DEMO DISTRICT (99)

DEMO SCHOOL (99-9999)

---

**Scale Score: 233    Achievement Level: Level 3    Percentile Rank: 96**

How Did Your Student Perform on Each Test Question?

| 1. Number Sense and Operations with Whole Numbers |                              |                                                                                                                                                                                                                                                |                               |
|---------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Question #                                        | Benchmark Key                | Benchmark                                                                                                                                                                                                                                      | Points Earned/Points Possible |
| 5                                                 | NSOW MA.5.NSO.2 MA.5.NSO.2.1 | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.                                                                                                                                               | 1/1                           |
| 8                                                 | NSOW MA.5.NSO.2 MA.5.NSO.2.2 | Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.                                                                            | 1/1                           |
| 9                                                 | NSOW MA.5.NSO.1 MA.5.NSO.1.5 | Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.                                                                                                                                    | 0/1                           |
| 14                                                | NSOW MA.5.NSO.1 MA.5.NSO.1.3 | Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations. | 1/1                           |
| 21                                                | NSOW MA.5.NSO.2 MA.5.NSO.2.2 | Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.                                                                            | 1/1                           |
| 23                                                | NSOW MA.5.NSO.2 MA.5.NSO.2.1 | Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.                                                                                                                                               | 2/2                           |
| 26                                                | NSOW MA.5.NSO.1 MA.5.NSO.1.4 | Plot, order and compare multi-digit numbers with decimals up to the thousandths.                                                                                                                                                               | 1/1                           |

| 2. Number Sense and Operations with Fractions and Decimals |                                                             |                                                                                                                                                                                       |                               |
|------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Question #                                                 | Benchmark Key                                               | Benchmark                                                                                                                                                                             | Points Earned/Points Possible |
| 6                                                          | NSOFD MA.5.FR.2 MA.5.FR.2.1                                 | Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.                                               | 1/1                           |
| 11                                                         | NSOFD MA.5.FR.2 MA.5.FR.2.4                                 | Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.                                         | 1/1                           |
| 18                                                         | NSOFD MA.5.NSO.2 MA.5.NSO.2.5 and MA.5.NSO.2.4 MA.5.NSO.2.5 | Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.                                                      | 1/1                           |
| 19                                                         | NSOFD MA.5.FR.1 MA.5.FR.1.1                                 | Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.                                                                                | 1/1                           |
| 20                                                         | NSOFD MA.5.AR.1 MA.5.AR.1.3                                 | Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.                                                              | 1/1                           |
| 24                                                         | NSOFD MA.5.M.2 MA.5.M.2.1                                   | Solve multi-step real-world problems involving money using decimal notation.                                                                                                          | 1/1                           |
| 27                                                         | NSOFD MA.5.FR.2 MA.5.FR.2.3                                 | When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating. | 1/1                           |
| 31                                                         | NSOFD MA.5.AR.1 MA.5.AR.1.2                                 | Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.                                   | 1/1                           |
| 32                                                         | NSOFD MA.5.FR.2 MA.5.FR.2.2                                 | Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.              | 0/1                           |
| 34                                                         | NSOFD MA.5.NSO.2 MA.5.NSO.2.3                               | Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.                                                  | 0/1                           |

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FCLE Individual Student Report

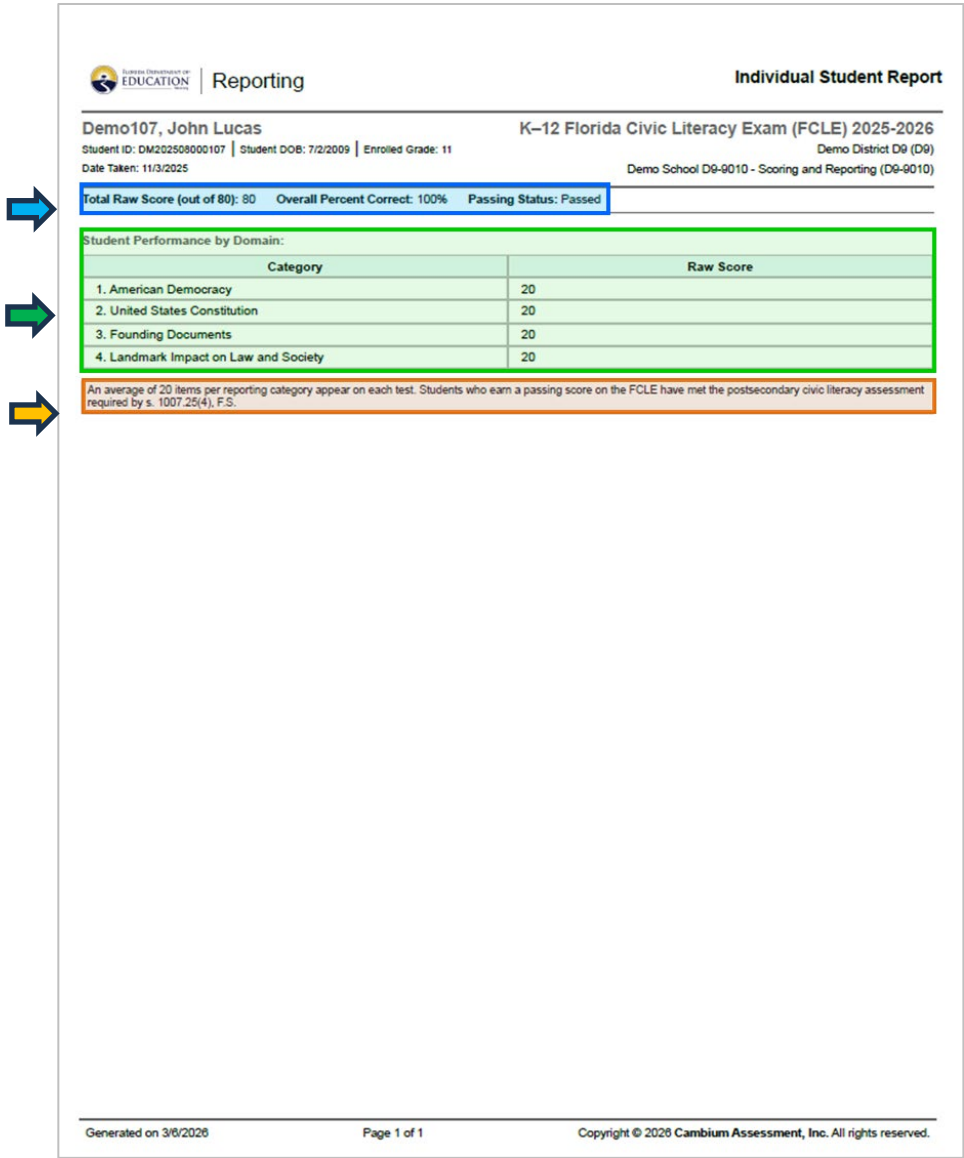
The FCLE student report shows the overall raw score out of 80 items and a passing score based on 60% percent correct.

FCLE Individual Student Report

The top of the ISR contains student, school, and district information and the subject assessment the student took. The following is an explanation of the highlighted elements:

- **Score Information:** The blue-shaded area displays the student’s overall raw score, overall percent correct, and passing status.
- **Performance by Domain:** The green-shaded area displays the student’s raw score for each reporting category on the test.
- **Notes for Families:** The orange-shaded area contains important notes for families.

Figure 17. FCLE Individual Student Report



## Reporting Categories

Each assessment's content is organized by reporting category. Reporting categories group the assessed student knowledge and skills into broad content areas. Each reporting category represents groups of similar skills, or benchmarks, which are assessed within each grade and subject. The ISR contains student performance information for each reporting category.

Definitions for each reporting category for each of the assessments are provided in this section. For a full list of the benchmarks associated with each reporting category, please refer to the [FAST test design summaries and blueprints](#), the [Science test design summaries and blueprints](#), or the [Social Studies test design summaries and blueprints](#).

### ELA Reading Reporting Categories

ELA Reading assessments measure student performance on the B.E.S.T. content standards. For all grade levels tested, the ELA Reading tests assess what students know and can do in the broad reporting categories listed in this section. The difficulty of the concepts assessed on the ELA Reading tests progresses systematically from grade to grade, as does the complexity of the text presented to the student at each grade level.

#### Grades 3–10 ELA Reading and ELA Reading Retake

1. Reading Prose and Poetry
2. Reading Informational Text
3. Reading Across Genres & Vocabulary

### Mathematics Reporting Categories

Mathematics assessments measure student performance on the B.E.S.T. content standards. For all grade levels tested, the Mathematics tests assess what students know and can do in the broad reporting categories listed in this section. The difficulty of the concepts assessed on the Mathematics tests progresses systematically from grade to grade, as does the complexity of the numerals and mathematical operations included at each grade level.

#### Grade 3

1. Number Sense and Additive Reasoning
2. Number Sense and Multiplicative Reasoning
3. Fractional Reasoning
4. Geometric Reasoning, Measurement, and Data Analysis and Probability

#### Grade 4

1. Number Sense and Operations with Whole Numbers
2. Number Sense and Operations with Fractions and Decimals
3. Geometric Reasoning, Measurement, and Data Analysis and Probability

**Grade 5**

1. Number Sense and Operations with Whole Numbers
2. Number Sense and Operations with Fractions and Decimals
3. Algebraic Reasoning
4. Geometric Reasoning, Measurement, and Data Analysis and Probability

**Grade 6**

1. Number Sense and Operations
2. Algebraic Reasoning
3. Geometric Reasoning, Data Analysis, and Probability

**Grade 7**

1. Number Sense and Operations and Algebraic Reasoning
2. Proportional Reasoning and Relationships
3. Geometric Reasoning
4. Data Analysis and Probability

**Grade 8**

1. Number Sense and Operations and Probability
2. Algebraic Reasoning
3. Linear Relationships, Data Analysis, and Functions
4. Geometric Reasoning

**B.E.S.T. EOC Reporting Categories**

The B.E.S.T. EOC assessments measure student performance on the B.E.S.T. content standards. The EOC tests assess what students know and can do in the broad reporting categories listed in this section.

**Algebra 1**

1. Expressions, Functions, and Data Analysis
2. Linear Relationships
3. Non-Linear Relationships

**Geometry**

1. Logic, Relationships, and Theorems
2. Congruence, Similarity, and Constructions
3. Measurement and Coordinate Geometry

## Science Reporting Categories

Science assessments measure student performance on the State Academic Standards for Science. The Science tests assess what students know and can do in the broad reporting categories listed in this section. The difficulty of the concepts assessed on the Grades 5 & 8 Science tests progresses systematically from grade to grade, as does the complexity of the concepts included at both grade levels.

### Grades 5 & 8

1. Nature of Science
2. Earth and Space Science
3. Physical Science
4. Life Science

### Biology 1 EOC

1. Molecular and Cellular Biology
2. Classification, Heredity, and Evolution
3. Organism, Populations, and Ecosystems

## Social Studies Reporting Categories

Social Studies assessments measure student performance on the State Academic Standards for Social Studies. The Social Studies tests assess what students know and can do in the broad reporting categories listed in this section.

### Civics EOC

1. Origins and Purposes of Law and Government
2. Roles, Rights, and Responsibilities of Citizens
3. Government Policies and Political Processes
4. Organization and Function of Government

### U.S. History EOC

1. Late Nineteenth and Early Twentieth Century, 1860–1910
2. Global Military, Political, and Economic Challenges, 1890–1940
3. The United States and the Defense of the International Peace, 1940–present

## FCLE Reporting Categories

The FCLE measures civic literacy competencies and outcomes based on the reporting categories listed in this section.

1. American Democracy
2. United States Constitution
3. Founding Documents
4. Landmark Impact on Law and Society

## Glossary

**Achievement Levels**—*Achievement levels* are helpful in interpreting what a student’s score represents. Achievement levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. Achieving a score of Level 3 is considered an on grade level performance and is the minimum passing score for each assessment.

**Alternate Passing Score (APS)**—*APS* is the Florida Standards Assessments equivalent score reported on the B.E.S.T. scaled score. The APS cuts only apply to certain students who are retaking the assessment.

**Benchmark**—A *benchmark* is a specific statement that describes what students should know and be able to do.

**Benchmark for Excellent Student Thinking (B.E.S.T.) Content Standards**—The Florida *B.E.S.T. content standards* are the core content of the Reading and Mathematics curricula taught in Florida. The FAST assessments measure whether students made progress on the B.E.S.T. ELA Reading and Mathematics standards.

**Computer-Adaptive Test (CAT)**—*CAT* is a type of assessment that adjusts the difficulty of questions as the student progresses in the test and adapts to student responses to measure their content proficiency.

**Florida Assessment of Student Thinking (FAST)**—*FAST* is a progress monitoring assessment aligned with the B.E.S.T. standards that is administered three times a year for ELA Reading and Mathematics.

**Longitudinal Trend Chart**—The *Longitudinal Trend Chart* reports the student’s performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level for the student’s tested grade. Each mark on the graph represents the student’s score and indicates whether the student met the standards that year.

**Percentile Rank**—*Percentile Rank* indicates how a student’s performance compares to students in Florida who took the same test.

**Previous Performance**—*Previous Performance* refers to a student’s performance in the selected subject—ELA Reading or Mathematics—in past test administrations. This does not apply to PM1.

**Reporting Category**—Each *reporting category* corresponds to the broad content areas into which assessed student knowledge and skills are grouped.

**Scale Score**—A *scale score* is used to report student results on the entire test on the applicable scale. An overall theta score, which is dependent on how a student answers individual items, is calculated and converted to the scale score to reflect the student’s achievement level.

**Standard Setting**—*Standard setting* is the process of selecting cut scores on an assessment. A *cut score* is the score that defines the minimum performance required for a particular level of achievement on an assessment.

Change Log

| Location                                          | Change                                                            | Date     |
|---------------------------------------------------|-------------------------------------------------------------------|----------|
| Throughout Guide                                  | Updated screenshots and hyperlinks where necessary.               | 04/01/26 |
| <a href="#">New for the 2025–2026 School Year</a> | Updated with Spanish translated ISRs and Summer 2026 assessments. | 04/01/26 |
| <a href="#">Individual Student Reports (ISR)</a>  | Added language selection menu for downloading an ISR.             | 04/01/26 |
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