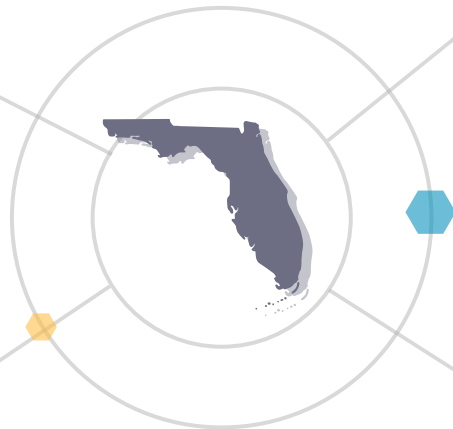


How Progress Learning Helps You Prepare for FAST



The Florida Assessment of Student Thinking (FAST), which includes VPK through grade 10 Reading and VPK through grade 8 Mathematics assessments, will be administered as a progress monitoring assessment, which students will participate in three times per year. B.E.S.T. assessments that are not part of the FAST progress monitoring program include grades 4–10 Writing and end-of-course (EOC) assessments in Algebra 1 and Geometry."

—From the Florida Department of Education



What is FSA?

The FSA is the Common Core-based, end-of-year, high-stakes Florida Statewide Assessments. The assessments are intended to assess students' level of understanding of the Florida Standards in ELA and Mathematics and the Next Generation Sunshine State Standards (NGSSS) in order to provide important information to parents/guardians, teachers, policymakers, and the general public about how well students are learning. Results are then reported at the student, school, district, and state levels. Score reports provide performance levels in major categories and courses and the percentage of passing levels as well as the scale score ranges for each performance level by grade. For a detailed explanation of the FSA and how it is scored and reported, see [Understanding Florida Statewide Assessment Reports](#).

What is FAST?

In September of 2021, Governor DeSantis announced a [proposal](#) that would end the FSA and replace it with the new Florida Assessment of Student Thinking (FAST) which aims to eradicate Common Core and move to a growth-based progress monitoring system. The goal behind FAST is to remove Common Core end-of-year standardized assessments and implement a progress monitoring system that facilitates individual growth and supports students in reaching their academic goals. In [March of 2022, DeSantis signed bill](#) SB 1048 to implement the new required FAST system in the 2022-23 school year.

Switching to the FAST progress monitoring system is intended to bring increased school accountability by providing the information needed to help parents and teachers support student growth. Florida will be the first state to switch from end-of-year assessments to this new system of monitoring which will include three much shorter tests administered in the fall, winter, and spring. This is intended to provide feedback to students throughout the school year and allow them to demonstrate their growth on an individual basis. FAST proposes to reduce testing time by 75% and increase time for teaching and individual student achievement. FAST is aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. To see a clear breakdown of how FAST differs from the FSA, see [this infographic](#).

The intention behind FAST is to allow students the opportunity to take three shorter tests throughout the year which will take less time and provide them with feedback to help them grow and make personalized academic progress throughout the school year rather than waiting until the end of the school year to take a single test. The idea of progress monitoring is that intervention can be made sooner rather than after the school year is over.

How to Prepare for FAST

There is still uncertainty about FAST and how its implementation will affect students and teachers in Florida. Much remains to be seen about the true nature of this progress monitoring system and how it will work in the classroom. While we cannot yet know how students will be affected, we can do our best to be prepared. What we do know is that FAST is aligned with Florida's B.E.S.T. Standards and that students need to be prepared with adequate standards-aligned instruction and individualized practice in order to achieve success. Educators, parents, and students can also seek resources from the Florida Department of Education's [FAST Portal](#) to learn more about the FAST assessment process at each grade level.

Progress Learning is committed to providing standards-aligned instruction in Florida. We have made it our priority to stay abreast of all updates to state standards and have already begun to provide [B.E.S.T.-aligned materials](#) to our Florida users. Progress Learning is a solution for Florida educators to provide quality standards-aligned instruction and support to their students so that they will be prepared for whatever the FAST has in store for them. With individualized study plans and skills practice, built-in accommodations, new tech-enhanced items, multiple question types, an extensive library of questions for each standard, and easily customizable assessments and assignments, Progress Learning provides a powerful resource to support Florida learners.

EOC Assessments

EOC assessments are computer-based, criterion-referenced assessments that measure the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards, [Florida Standards](#), or the [Next Generation Sunshine State Standards](#) (NGSSS) for specific courses, as outlined in their course descriptions.

All students completing Algebra 1 or Geometry courses in 2022–23 and beyond will take the B.E.S.T. EOC assessment. The [Florida Standards Assessment](#) (FSA) Algebra 1 EOC Retake will continue to be administered until students for whom it is their graduation requirement have completed four years of high school. The FSA Geometry EOC Assessment was administered for the final time in Fall 2022. The science and social studies NGSSS EOC assessments (Biology 1, Civics, and U.S. History) will continue to be administered for students completing applicable courses.

Statewide Science Assessment

The Statewide Science Assessment measures student achievement of the [Next Generation Sunshine State Standards](#) in science. Students in grades 5 and 8 participate in the statewide science assessment. Achievement Levels for Science were established in 2012 through a [standard-setting process](#).

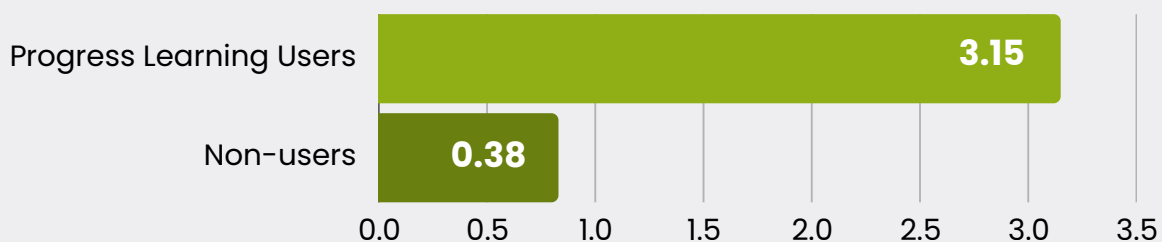


How Does Progress Learning Help You Prepare for the Florida FAST?

From a Secondary study ([link to full study](#)):

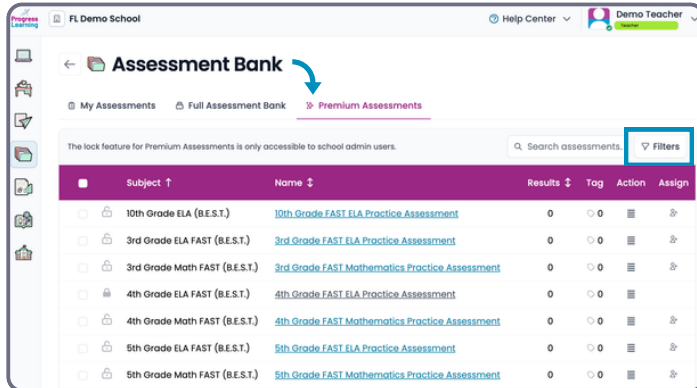
- McREL International conducted a rigorous, external evaluation of the impact of the Progress Learning platform on sixth grade mathematics achievement, using a quasi-experimental (matched comparison) design, which is aligned to Every Student Succeeds Act (ESSA) evidence standards for providing Tier 2 Moderate Evidence. The outcome of interest was scaled scores of sixth grade students on the mathematics subscale of the Florida Standards Assessments (FSA).
- McREL's research found that schools using Progress Learning had their FSA scores in sixth grade math grow by a substantially larger amount than those of non-user schools.

**Progress Learning schools scores increased by 3.15 points,
compared with an increase of 0.38 points for non-user schools**



How do I create practice FAST tests in Progress Learning?

For Florida, we have put together practice FAST assessments. These assessments have been designed to closely match Florida B.E.S.T. Standards and mimic the types of questions students will come across on test day. With these assessments, we aim to provide students with the most authentic practice test experience possible.



From your teacher dashboard, select **Assessment Bank** and then click on the **Premium Assessments** tab. Select the **Filters** to choose your desired subject and assessment type.

**Only assign this practice test once to your students, as the questions are selected specifically for this practice test.*

Progress Monitor Beginning, Middle, and End-of-Year Data and Growth for the Florida FAST Assessments

The FAST Assessments will be given three times within a school year.

	How it works	Integrations	Reports
Liftoff (2nd-8th Grade)	Adaptive intervention identifies the lowest skill gaps down to a Kindergarten level. Students begin working on those skills to quickly recover and be successful in their on-grade-level standards.	Liftoff integrates with NWEA MAP. NWEA MAP RIT scores can be easily imported into Liftoff for beginning and middle-of-year assessments to provide practice for the identified concepts students need support and practice.	Liftoff provides growth reports with starting grade levels and current grade levels to track overall growth throughout the school year.
On-Grade-Level Review	Students can work on individual Study Plans for subject areas to track overall mastery of standards.	Students can progress monitor growth and determine which skills and standards need review for upcoming assessments by earning green dots. Dots that are yellow or pink need further review and practice.	Progress Learning offers progress reports with Quick Click Remediation and Item Analysis in which teachers can quickly assign the targeted skills and standards students need to practice.

To support and intervene after students take the practice test, see the following guides:

- [How do I access and use my teacher Progress Report?](#)
- [How do I view Quick Click Remediation questions assigned and results?](#)
- [How does an ECE \(K-1\) student complete independent practice?](#)
- [How does an elementary \(2nd-5th\) student complete independent practice?](#)
- [How does a student in secondary \(6th-12th\) complete independent practice?](#)

Our Question Types

Graphing (Plotting)

What are the locations of points (5, -2) and (2, -5)?
Plot each point on the coordinate grid.

Buttons: Point, Move, Undo, Redo, X Reset

Drag and Drop

The table shows the houses of each color on a street.

House Color	Number of Houses
White	6
Gray	5
Blue	2
Brown	1

Complete the pictograph to show the data from the table.
Each means 2 houses.

Check Answer

Graphing (Sliders)

The list shows the number of articles written by different reporters at a newspaper last month.
6, 2, 5, 2, 6, 0, 4, 6, 1, 8, 5, 2, 6, 4, 2

Create a dot plot to display this data.

Hot Spot

Students measured the length of a bug. The bug had a length of $\frac{3}{8}$ inch. The number line shown represents the length of the bug in inches.

Which point on the number line represents $\frac{3}{8}$ inch?

Select the location on the line to plot the point.

Hot Text

This excerpt is from the U.S. Constitution.

Which phrase shows evidence that the Framers of the Constitution were committed to the principle of consent of the governed?

Select the correct answer.

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Inline Choice

Complete the sentence by selecting the correct answers from the drop-down menus.

In writing this opinion, Chief Justice John Marshall invoked the principle of **limited government** for the first time and asserted the principle of **popular sovereignty**.

Multipart + Hot Text

Fixed vs. Growth Mindset

1. Do you ever wonder why some people are successful and some are not? Are some people born more intelligent or talented than others? Are we able to change the outcome of our lives, or are we destined to be who we are at birth? This is where the fixed vs. growth mindset comes into play.

2. A fixed mindset means that you believe your intelligence and talents are fixed. In other words, if you are not good at something, you'll never be good at it, and a growth mindset means that you believe intelligence and talent can be developed over time. If you work at something, then the outcome can change. Let's explore the difference in the two mindsets.

Fixed Mindset

3. People who have a fixed mindset believe that their intelligence, talents, and creative ability are static. They believe that even with persistence and effort, their abilities and intelligence cannot improve with time. They are more likely to avoid challenges because they fear failure. They give up easily and view temporary setbacks as permanent failures. People with a fixed mindset view constructive criticism as a personal attack and are often jealous of others' success. They believe that their talent is innate. Therefore, people with a fixed mindset view effort and practice as trivial. Because of this thought process, people with a fixed mindset may not reach their full potential in life.

4. Students with a fixed mindset are easily recognizable. They worry about getting the best score on a test and want constant validation. They are apprehensive to try challenging tasks or learn a new skill because they do not want to fail short. Students with a fixed mindset are full of self-doubt and view their worth by their accomplishments.

5. In the workplace, people with a fixed mindset will stick with the same solutions instead of trying new ideas. They do not speak up in fear of sounding ignorant. They want to stick to what they know and do not want to take on new assignments.

Part A
Which statement **BEST** expresses the central idea of the passage?

☐ Having a fixed mindset enables people to be more productive at work and engage in new assignments.

☒ People who foster a growth mindset control their own destiny, while those with a fixed mindset feel powerless to change their outcome.

☐ Students who consume a fixed mindset can be recognized by their inability to seek out new challenges.

Taking on new challenges and building on current abilities allows those with a fixed mindset to begin the gradual change to a growth mindset.

Check Answer

Part B
Which sentence from paragraph 2 supports the central idea?

A fixed mindset means that you believe your intelligence and talents are fixed. **In new words, if you are not good at something, you'll never be good at it.** A growth mindset means that you believe intelligence and talent can be developed over time. If you work at something, then the outcome can change. Let's explore the difference in the two mindsets.

Check Answer

Text Entry

This incomplete model represents an atom of an element.

Electron Cloud Model

Fill in the missing parts of the table to provide more information about the characteristics of the element represented by the atom.

Enter your answers in the spaces.

Characteristic	Value
Atomic number	15
Atomic mass	27
Number of particles in the electron cloud	13
Number of positively charged particles in each atom	
Number of neutrally charged particles in each atom	
Total number of particles in the nucleus of each atom	

Text Entry + Protractor

Use the protractor to measure angle S.

What is the measure of angle S to the nearest degree?

45

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Visit www.progresslearning.com or contact us at info@progresslearning.com