

FAST Parent Workshop

A Guide to 3rd Grade Assessment
and Promotion
2025-2026

Jack D. Gordon Elementary School

Grade 3 Promotion Opportunities

- * 1. ELA FAST (Florida Assessment of Student Thinking)
PM3: Level 2 or Higher (May 1-30)
- * 2. Portfolio (January 21- May 2)
- * 3. i-Ready Diagnostic AP3 (percentile rank of 50 or higher)
(May, as needed)
- * 4. Alternative Assessment for Grade 3 Promotion
(end of summer reading camp)
- * 5. Grade 3 Mid Year Promotion
(Fall PM 1 of following school year)
- * 6. Additional Good Cause Promotions

*Refer to Parent Letter sent home with students *

Description of Good Cause Promotion

Section 1008.25, Florida Statutes, effective on June 20, 2018, was modified for school district student progression plans. The law prohibits administrative placement that is without regard to student proficiency. Grade 3 reading proficiency is now the stated focus of accountability. School districts **may** exempt grade 3 students who demonstrate continued deficiency in reading from mandatory retention for good cause. The good cause exemptions are specified in law and limited to the following:






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

Florida Assessment of Student Thinking FAST

- * Aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T) Standards
- * Computer Adaptive
- * Level 2 or higher (PM3, summative score)
- * May 1- May 29
- * Scores available upon completion of assessment on FDOE Family Portal
- * ELA Reading Grades 3–5:
 - * 1 Session, computer-based, 120 minutes recommended
- * Mathematics Grades 3–5:
 - * 1 Session, computer-based, 100 minutes recommended
- * Specific administration dates are forth coming
- * Fact Sheet available flfast.org (Students and Families)

Florida Assessment of Student Thinking FAST

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

Florida Assessment of Student Thinking FAST

Scale Score Ranges for Each Achievement Level on FAST Assessments

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3 ELA Reading	140–185	186–200	201–212	213–224	225–260
Grade 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 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

Portfolio

- * January 20 – May 1
- * 14 Passages (8 paired, 6 single)
- * 2 supplemental passages (only if needed)
- * 13 Benchmarks; approximately 9-10 Questions per benchmark
- * Must demonstrate mastery at least 6 times for each of the tested benchmarks; 70% mastery
- * Includes an adequate number of opportunities for students to demonstrate mastery of each benchmark.
- * Item Format:
 - * Multiple Choice
 - * Table Match
 - * Part A and Part B

FAST vs Portfolio

FAST

- * 3 Times per year
 - * PM1 and PM2: Informational Purposes
 - * PM3: Summative Score used for accountability
- * One Session, multiple passages per session

Portfolio

- * Flexible Schedule
- * Administration window (Jan-May)
- * 1 passage a week/ no more than 2 passages a week
- * Approximately 9-12 questions per passage

Ways to Help Your Child

- * READ, READ, READ
 - * i-Ready
 - * Textbook
 - * Accelerated Reader
 - * Review Home Learning with your child
- * Expand and build vocabulary
- * If they have questions, show them how to find the answer and provide text evidence; do not simply provide the answer.
- * Answer questions about the text they read; summarize what has been read

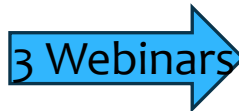
FAST Resources and Sample Assessments

- Visit Florida Department of Education: [Florida Statewide Assessments Portal \(flfast.org\)](http://flfast.org)
 - Florida Assessment of Student Thinking (FAST)
 - Students and Families
 - Sample Test – Grade 3-10
 - (Green Sign in button on bottom)
- Visit the [dadeschools](https://arda.dadeschools.net/) assessment site for more FAST information
 - <https://arda.dadeschools.net/#!/fullWidth/5812>
 - How to access reports
 - Testing information
 - How to help your child
 - Webinars

Parent Resources



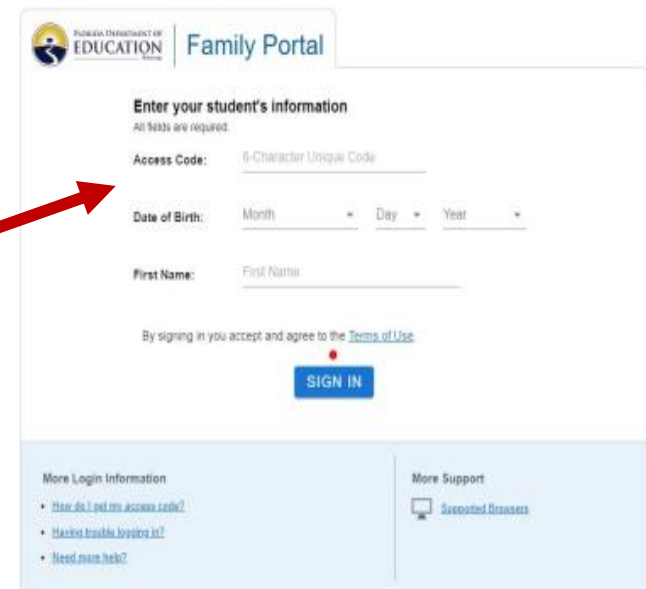
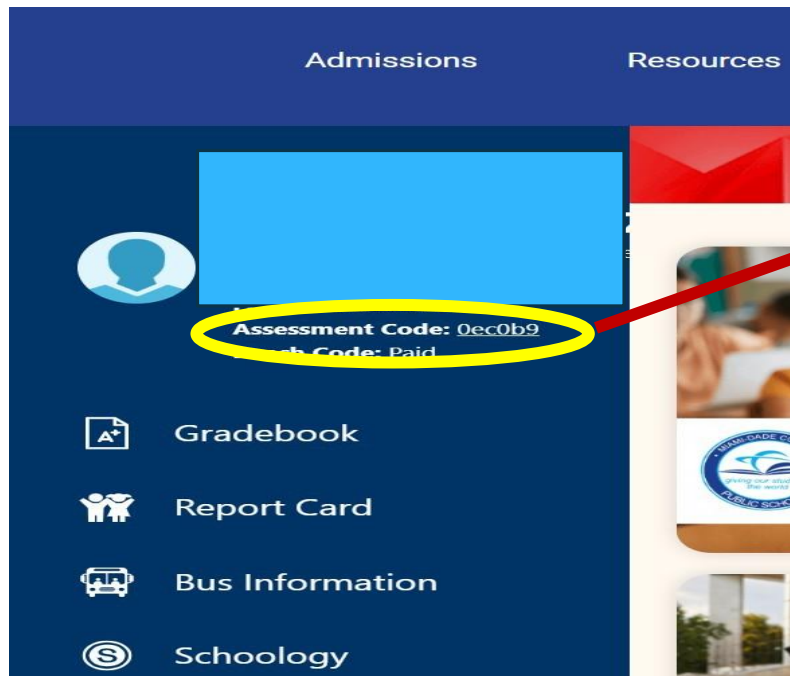
Parent Resources



FAST Forward Friday Webinars: Helping Third Grade Students Prepare for the FAST Assessment
FAST Webinar for Parents (English, Spanish, and Haitian Creole)
3rd Grade Promotion Opportunities Webinar (English, Spanish, and Haitian Creole)
Florida Statewide Assessments Portal
M-DCPS Portal Parent Brochure
FDOE B.E.S.T. Assessment Resources
2024-25 Florida Assessment of Student Thinking (FAST) Fact Sheets
Understanding Florida Statewide Assessment Reports for Families
B.E.S.T. Standards, Science and Social Studies Assessments, and the FCLE Fact Sheets
Understanding FAST Grades 3-10 ELA and Mathematics Reports for Families
Understanding FAST K-2 Student Scores | Parent Quick Guide
Establishing the B.E.S.T. Scale Score for the FAST and B.E.S.T. EOC Assessments Frequently Asked Questions (FAQ)
Understanding ACCESS for ELLs (English, Spanish, and Haitian Creole)
Parent Security Policies for Statewide Assessments (English, Spanish, and Haitian Creole)
Registration for State Assessments
Methodology for Applying the EOC to Final Course Grades
M-DCPS Federal and State Compliance Office (Home Education, FLDOE K-12 Scholarships)
M-DCPS Office of Academics and Transformation
M-DCPS Parent Academy

Family Portal Access

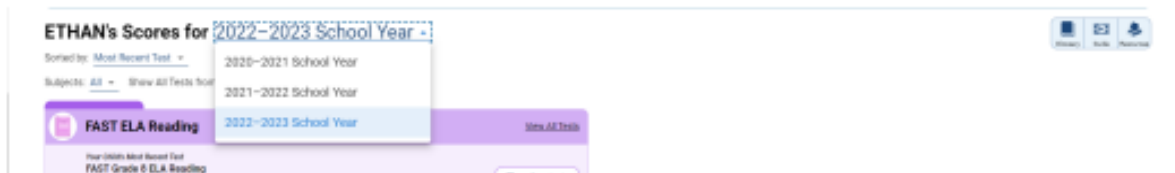
- * The Florida Department of Education's Family Portal allows students and their families to view test results. The Family Portal displays the student's most recent test results on the homepage.
- * Families can select "view all tests" to view all of their student's test results. Families can also view their student's Individual Score Reports (ISRs)
- * Visit the Florida Statewide Assessments Portal: <https://flfast.org/fast.html> or go to the direct link: <https://fl-familyportal.cambiumast.com/#/>



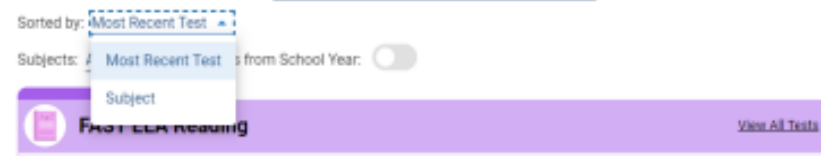
Family Portal Access

Type student's unique six-digit access code (available on the M-DCPS Student Portal); student's date of birth; student's first name and Sign In

Select the School Year drop-down menu to view test results from prior years:

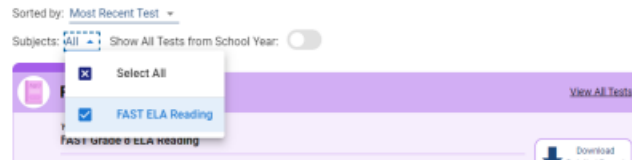


Sort by Most Recent Test or Subject:



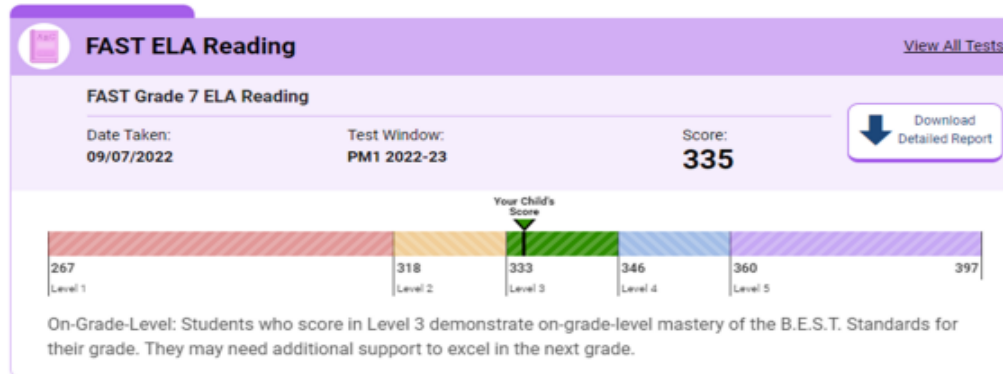
Family Portal Access

Subjects and Show All Tests from School Year available:



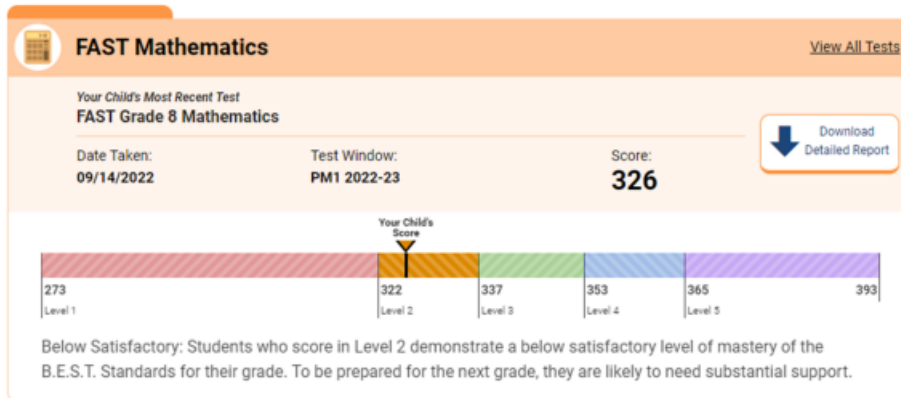
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SAMPLE: Florida Assessment of Student Thinking (FAST) Progress Monitoring (PM) resu

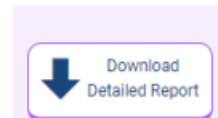


Family Portal Access

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



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



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

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



Types of Questions

Author Centered

- Why did the author include the section “-----” in passage 1?
- How does the author develop the idea that
- How did the author’s perspective change from the beginning to the end of the passage?
- Why did the author include paragraph 14 in this poem?
- How does paragraph 4 develop the author’s purpose?
- Which sentence from the passage supports the author’s purpose?
- How does the author support the claim.....
- Why did the author write passage 2?
 - To tell a story about...
 - To explain how....
 - To entertain.....
 - To persuade.....

Types of Questions

Character Centered

- What is the character's perspective about.....in the passage?
- What did the character think about at the end of the passage?
- What do the characters in passage 1 and passage 2 have in common?
- How was *character* in passage 1 different from *character* in passage 2?
- Table response questions

	Beginning	Middle	End
Clementine was very proud of herself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clementine went and got the mats from the gym.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of the twins threw up on the stage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Margaret's Teacher	Mrs. Rice	Both characters
Named Clementine the assistant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was the principal of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had to leave the talent show because her daughter was having a baby.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Types of Questions

Analyzing sentences from the text

- Read this sentence from the passage...
 - “.....”
- Why does the author use this type of figurative language?

- Read the following sentence from the stanza 2...
 - “.....”
- What is the meaning of the word as it is used in the sentence?

- Read this sentence from the passage...
 - “.....”
- How does this sentence help explain the lesson in this story?

Types of Questions

text centered

- Which sentence supports the theme of passage 2?
- Choose **two** sentences that support the central idea of the story.....
- What is the overall text structure of the passage?
- How does the author mainly organize the text in paragraph 12 ?
- Which sentence suggests the claim that.....?
- What type of poem is passage 1?
- What is true about the lines in the poem....?
 - First and third lines of each stanza rhyme
 - All lines rhyme
 - Second and fourth lines of each stanza rhyme
 - None of the lines rhyme
- Which lines of the poem support the central idea that.....

Test Taking Endurance

- * 2nd grade vs 3rd grade
- * Lengthy test
- * Maintain focus throughout
- * Can't stop and go

Florida FAST - 2nd Grade Reading Practice Test #4

33. Fossils are the preserved remains or traces of ancient plants and animals. They are found in rocks and help scientists learn about life on Earth millions of years ago. Fossils can be bones, footprints, shells, or even imprints of leaves.

Where are fossils found?

- (A) under water
- (B) in rocks
- (C) in the sky

34. Jack noticed a label on the package indicating it was non-living.
:What does the word label mean?

- (A) a tag or sticker
- (B) a storybook
- (C) a toy

3rd Grade FAST ELA practice Test

Passage 1: A Yummy Invention

by Tracy Vonder Brink

- 1 Oops! Frank Epperson forgot to bring his cup inside. He'd made a fruity drink by mixing a flavored powder and water together, but he left it on the porch overnight. The cup had his drink and the mixing stick still inside it.
- 2 The night was freezing cold. The next morning, Frank went outside and saw his cup. His drink had frozen. He pulled on the mixing stick. The frozen drink came out of the cup. It looked like a big, fruity icicle on a stick. Would it taste good? He licked the flavored ice. Yum!
- 3 Frank never forgot the icy treat he'd invented back in 1905, when he was 11 years old. When he grew up and had kids of his own, he made ice pops for them. Then he wondered . . . could he sell his dessert?
- 4 Frank took his ice pops to an amusement park. Everyone loved what he'd made! At first, he called his invention the Epsicle, because his last name was Epperson. But his kids didn't like the sound of that. They called their dad "Pop," so they came up with a different name, the Popsicle.
- 5 Popsicles were a hit! Frank made new flavors. People loved those too. Then a big company bought Frank's recipe. They made more and more Popsicles.
- 6 Today you can buy Popsicles on one stick or on two. They come in many fruit flavors and even in chocolate.

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Passage 2: Who Invented the Ice Cream Cone?

by Laurel Plausini

- 7 People all across America enjoy ice cream cones. They are an excellent way to enjoy a scoop or two of your favorite ice cream on a hot day.
- 8 But who invented this delicious treat?
- 9 No one knows for sure. Ice cream shops in Italy are said to have sold something similar to cones as far back as 1807. An ice cream maker in New York City is said to have made an edible cup for ice cream in 1903.
- 10 But the most popular story about the invention of the cone came a year later. The city of St. Louis was hosting a World's Fair in 1904. A vendor was selling scoops of his delicious ice cream at the fair. His ice cream was so popular on that day that he ran out of dishes to serve people. He was in a sticky situation.
- 11 Ernest Hamwi was selling crispy waffles at the booth next door. He saw the pickle his fellow businessman was in. He quickly thought of a solution. He took one of his waffles and rolled it up into the shape of a cone. He gave it to the vendor after it cooled off. The vendor put ice cream inside the cone and sold it to customers. Everyone soon wanted a taste of this new invention. Many believe this is the event that made the ice cream cone popular.
- 12 Hamwi's quick thinking resulted in great success. He soon started his own company called Cornocopia Waffle Oven Company. He promoted his cones to fairs all across America. They were a big hit.
- 13 No matter how the cone came to be, this happy invention has brought joy to millions of people.

History of Ice Cream

12

QUEST, GUEST

In Passage 1, how does the author support the claim that people really like Popsicles?

- A by showing how Popsicles are made
- B by explaining where Popsicles are sold
- C by stating that Popsicles are still made today
- D by telling about different types of sticks from Popsicles

FAST PARENT WORKSHOP

QUESTIONS & ANSWERS 😊

Thank You for Your Support!