



Using the B.E.S.T. Tools to Build FAST Results



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Session Objectives

- Establish a common understanding of the Test Design Summary and Blueprint: FAST ELA Reading and B.E.S.T. Writing.
- Interact with FAST text sets and item types to deepen knowledge of the application of B.E.S.T. English Language Arts (ELA) benchmarks.
- Develop instructional implications for literacy planning and delivery linked to assessment.
- Identify one next step to connect assessment and instruction.



Florida's FORMULA FOR READING SUCCESS

6 + 4 + T1 + T2 + T3

6	4	T1	T2	T3
COMPONENTS	TYPES OF ASSESSMENTS	CORE	INTERVENTION	INTENSIVE INTERVENTION
Oral Language Development	Screening	Explicit	Explicit	Explicit
Phonological Awareness	Progress Monitoring	Systematic	Systematic	Systematic
Phonics	Diagnostic	Scaffolded	Small Group targeted instruction	Small Group and/or one-one instruction
Fluency	Summative	Differentiated	Multiple opportunities to practice targeted skill(s)	More guided practice
Vocabulary		Corrective feedback	Corrective feedback	Immediate corrective feedback
Comprehension		Content-Rich	Occurs in addition to Tier 1	Frequent progress monitoring
		Write in response to reading		Occurs in addition to Tier 1 and Tier 2

Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning



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Planning With the End in Mind

Guiding Questions:

What information can we learn from the Blueprint?

What can I learn from taking the FAST practice test as a student?

How can this experience impact my instruction toward mastery of the benchmarks?

What Information Can We Learn From This Blueprint?

Test Design Summary and Blueprint: FAST ELA Reading and B.E.S.T. Writing



Grade 3 English Language Arts (ELA) Reading Benchmarks Coverage

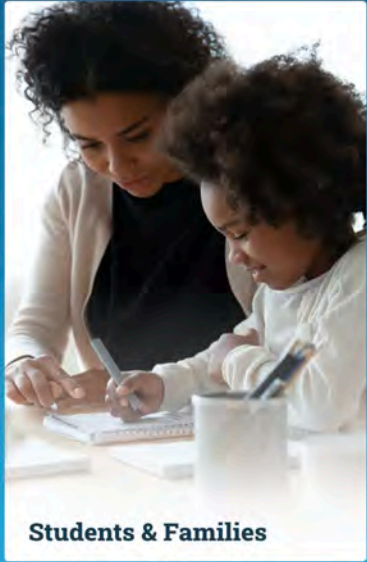
Reporting Category	Benchmarks Assessed		% of Test
Reading Prose and Poetry	Literary Elements	ELA.3.R.1.1	25-35%
	Theme	ELA.3.R.1.2	
	Perspective and Point of View	ELA.3.R.1.3	
	Poetry	ELA.3.R.1.4	
Reading Informational Text	Structure	ELA.3.R.2.1	25-35%
	Central Idea	ELA.3.R.2.2	
	Purpose and Perspective	ELA.3.R.2.3	
	Argument	ELA.3.R.2.4	
Reading Across Genres & Vocabulary	Interpreting Figurative Language	ELA.3.R.3.1	35-50%
	Paraphrasing and Summarizing	ELA.3.R.3.2	
	Comparative Reading	ELA.3.R.3.3	
	Morphology	ELA.3.V.1.2	
	Context and Connotation	ELA.3.V.1.3	
Total Number of Items			36-40



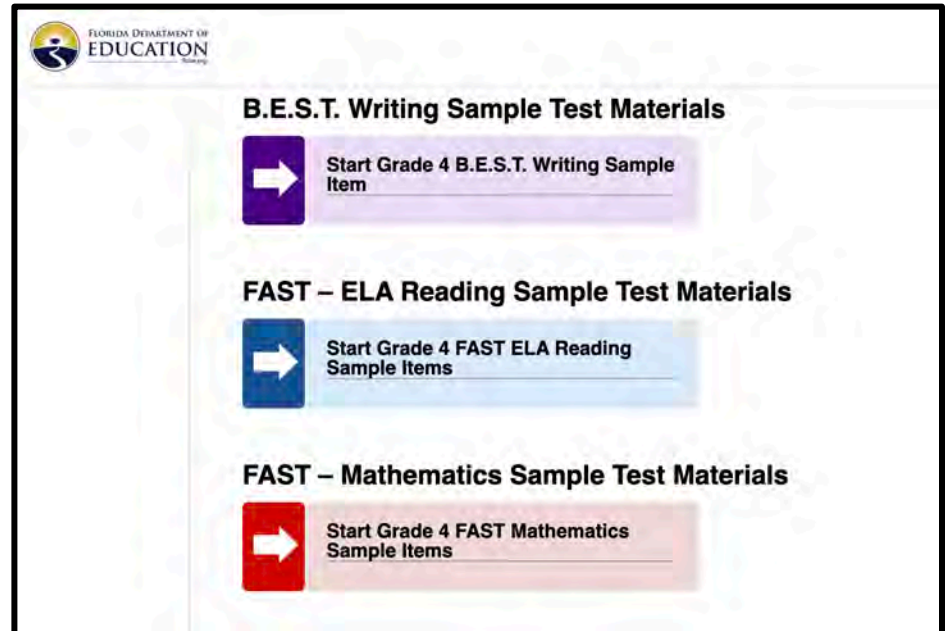
What Can I Learn from Taking the FAST Practice Test as a Student?

Welcome to the FAST Portal

Your source for information about the Florida Assessment of Student Thinking (FAST).



Students & Families



B.E.S.T. Writing Sample Test Materials

Start Grade 4 B.E.S.T. Writing Sample Item

FAST – ELA Reading Sample Test Materials

Start Grade 4 FAST ELA Reading Sample Items

FAST – Mathematics Sample Test Materials

Start Grade 4 FAST Mathematics Sample Items

<https://flfast.org/index.html>

How Can This Experience Impact My Instruction Toward Mastery of the Benchmarks?

KEY INSTRUCTIONAL TAKEAWAYS (K-5)

Reading Demands
on Students

Questioning
Language

Item Types

Instructional
Implications

Grade 3 Example

- 2.** In Passage 1, how does the author develop the central idea that people can learn about pet cats by watching wild cats?
- Ⓐ by showing the food that pet cats and wild cats hunt
 - Ⓑ by giving examples of how wild cats and pet cats act alike
 - Ⓒ by describing how wild cats are more dangerous than pet cats
 - Ⓓ by explaining why pet cats are as interesting to study as wild cats

KEY INSTRUCTIONAL TAKEAWAYS (K-5)

Reading Demands on Students	Questioning Language	Item Types	Instructional Implications

Grade 4 Example

- 5.** Which sentence from Passage 2 suggests that the author thinks potato chips are delicious?
- Ⓐ "They are now both popular treats." (paragraph 10)
 - Ⓑ "Unfortunately for him, but fortunately for us, Crum got word that the customer absolutely loved the crisp dish." (paragraph 12)
 - Ⓒ "These over-fried bits would go on to be known as potato chips." (paragraph 12)
 - Ⓓ "Today, the potato chip industry is worth over a whopping \$31 billion!" (paragraph 15)

KEY INSTRUCTIONAL TAKEAWAYS (K-5)

Reading Demands on Students	Questioning Languages	Item Types	Instructional Instruction

Grade 5 Example

- 6.** In Passage 2, how does the structure of paragraph 18 affect the meaning of the passage?
- Ⓐ The chronological structure lists the steps to prepare flour for baking bread.
 - Ⓑ The cause-and-effect structure demonstrates why baked bread uses yeast to rise.
 - Ⓒ The compare-and-contrast structure explains which flour to use when baking bread.
 - Ⓓ The problem-and-solution structure tells how to bake a loaf of bread from a set of ingredients.

KEY INSTRUCTIONAL TAKEAWAYS (K-5)

Reading Demands on Students	Questioning Languages	Item Types	Instructional Instruction



Florida's FORMULA FOR READING SUCCESS

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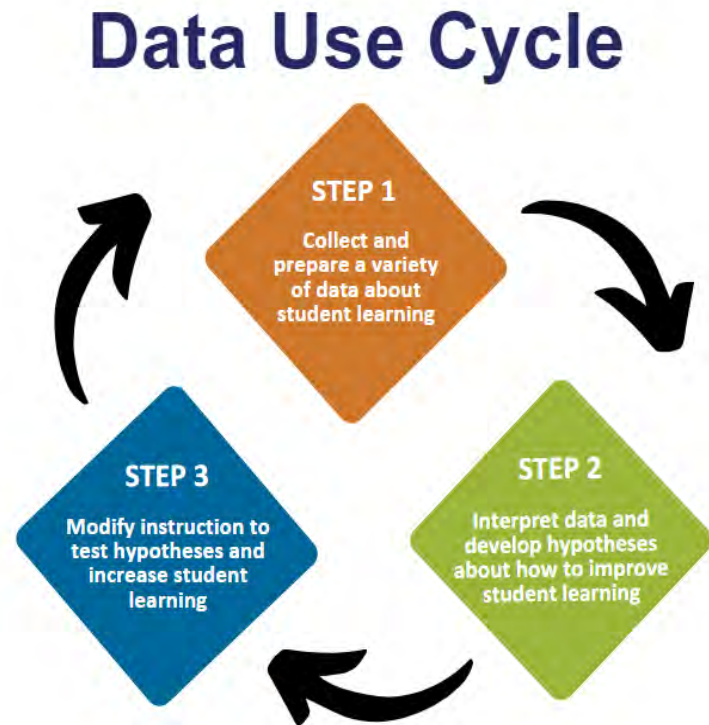
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Standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan, and students who are English language learners; and incorporate the principles of Universal Design for Learning

Using Achievement Data to Support Instructional Decision-Making

Recommendation 1. Make data part of an ongoing cycle of instructional improvement.

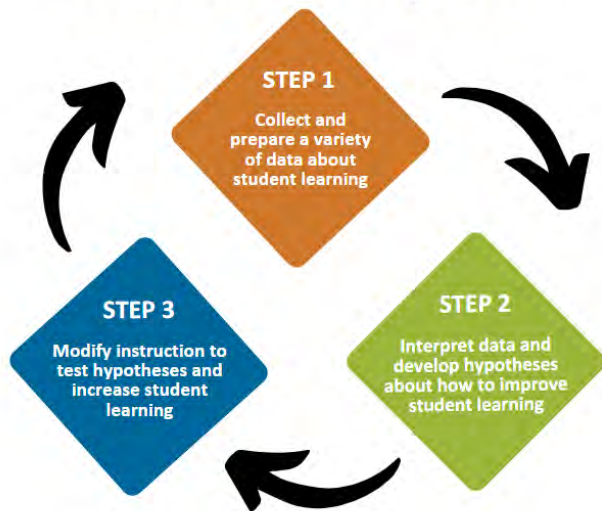
- Collect and prepare a variety of data about student learning.
- Interpret data and develop hypotheses about how to improve student learning.
- Modify instruction to test hypotheses and increase student learning.



Using Achievement Data to Support Instructional Decision-Making

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Data Use Cycle



Possible Uses of Data

- Prioritizing instructional time
- Targeting additional individual instruction for students
- Identifying individual students' strengths and instructional interventions
- Gauging instructional effectiveness and refining instructional methods
- Identifying students' strengths and weaknesses to adapt curriculum

Data Collection Tools Activity

STEP 1: Collect and prepare a variety of data about student learning.

Essentials for Reading Success

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Handout #5 Assessment to Inform Instruction Overview

Assessments to Inform Instruction Overview

Assessment	Assessment Tool	Description	When?	Who?	Questions the Assessment Answers
Screening		Brief tests that serve as a starting point for a student's preparation for grade level reading instruction. Screening tests serve as a "first alert" that identify students who may need extra support to make adequate progress in reading during the year.	Administered at the beginning of the school year.	All Students	<ul style="list-style-type: none"> What are the strengths and skills still emerging for each student? Who may need extra instructional support? How can I begin to plan for differentiated instruction?
Progress Monitoring		<p>Brief tests that keep the teacher informed about a student's progress in reading during the school year. The tests are a quick sample of foundational reading skills that will tell the teacher if the student is making adequate progress toward grade level reading ability at the end of the year.</p> <p>If a student is not demonstrating adequate progress based on progress monitoring data, the teacher can modify instruction to accelerate reading achievement.</p> <p>If a student's progress is moving adequately toward the short and/or long-term goals set by the teacher, the instructional plan can be continued.</p>	Administered on a routine bases (e.g., weekly, monthly, quarterly)	All Students	<ul style="list-style-type: none"> Are the students learning critical literacy skills at an adequate rate over time? Which skills should I emphasize in whole group instruction? Which skills should I emphasize to differentiate instruction for each small group? How should small groups be formed?
Formative Diagnostic		<p>Comprehensive tests that measure a variety of reading, language, or cognitive skills and are designed to provide a more detailed picture of the full range of a student's knowledge and skills so that instruction can be more precisely planned.</p> <p>Diagnostic assessments are typically used if a student fails to make adequate progress after receiving extra reading instruction.</p>	Administered anytime more in-depth information is needed.	Only Students Not Making Adequate Progress	<ul style="list-style-type: none"> What are the specific strengths and weaknesses of this student that I was unable to determine through progress monitoring and observation? Which skills should I emphasize to plan for more powerful instruction for this student?

Modified to add a column for assessment examples. ©2022 Developed in partnership between Florida Center for Reading Research and Florida Department of Education

Identify the progress monitoring assessment(s) used in your district, school or classroom.

“I Can’t Get to Teaching Unless I Diagnose the Problem.”

STEP 2: Interpret data and develop hypotheses about how to improve student learning.



- What are some examples of using data to improve student learning shared by Dr. Farrell?
- What are some ways that data has been used in your district, school or classroom to make instructional decisions?
- How do you use data to be a responsive teacher, coach or administrator?

FAST Progress Monitoring (PM)

STEP 2: Interpret data and develop hypotheses about how to improve student learning.

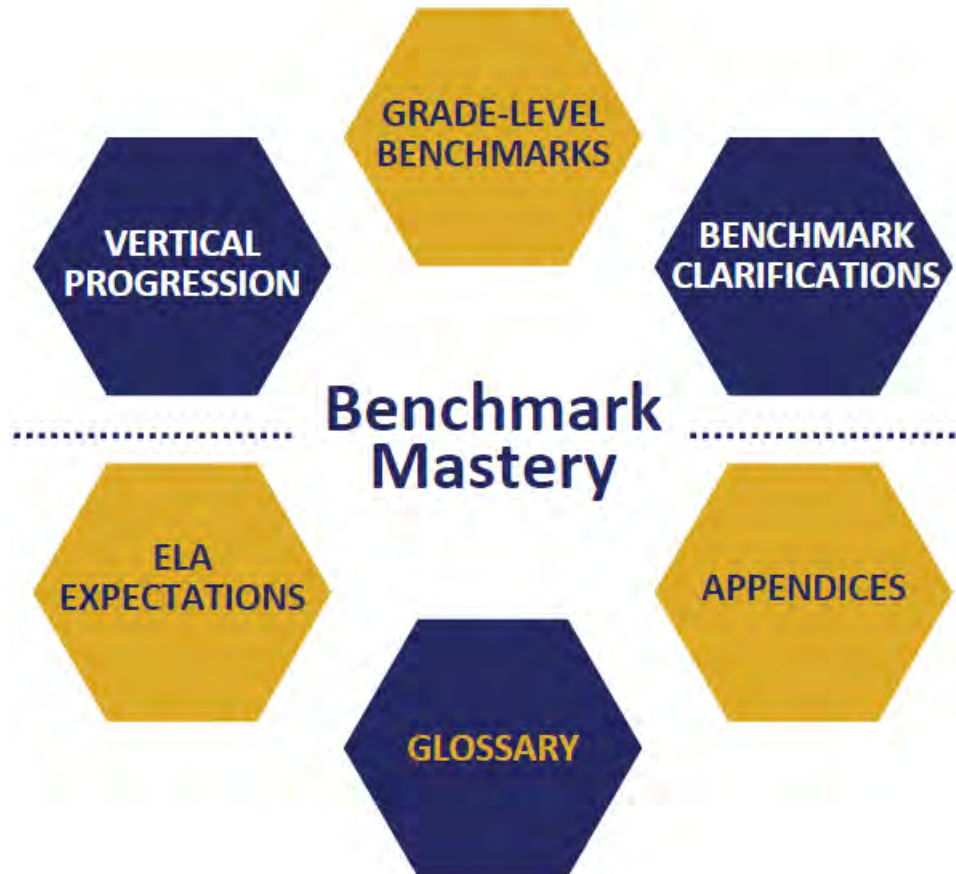
Assessment	Description	When?	Who?	Questions the Assessment Answers
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	<p>If a student is not demonstrating adequate progress based on progress monitoring data, the teacher can modify instruction to accelerate reading achievement.</p> <p>If a student's progress is moving adequately toward the short and/or long-term goals set by the teacher, the instructional plan can be continued.</p>			

Implications for Instruction

The benchmarks for the standards are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations. If skills are not mastered, students will be given instruction and practice opportunities to address skill gaps from previous grades.

B.E.S.T. ELA Standards, page 7

How Do Benchmarks and Assessments Impact Instruction?



Achieving Benchmark Mastery



Achievement level descriptions (ALDs) describe a student's level of achievement (e.g., Below Satisfactory, On-Grade-Level, Above Satisfactory) on a large-scale assessment.



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.



A score of a Level 3 on the Achievement Level Scale, which ranges from Level 1 to Level 5, indicates on-grade-level performance.

Achieving Benchmark Mastery

What are my target goals?

Grade 3 English Language Arts

Achievement Level Descriptions

For grade-appropriate low-to-moderate complexity texts, a student performing at Level 3 typically:

- answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers, including when recounting texts;
- determines the main idea and central message, lesson, or moral and explains how it is conveyed through key details in the text;
- describes relationships between characters, events, ideas, concepts, or steps in a text and explains how they contribute to its progression;
- determines or clarifies the meaning of unknown and multiple-meaning words and phrases, including general academic and domain-specific words as well as

describes the logical connection between particular sentences and paragraphs and how each successive part builds on earlier sections while referring to specific parts of texts;

- characters in a text;
- uses and explains how specific aspects of a text's illustrations and text features contribute to the understanding of the text;
- answers questions and determines the main ideas and supporting details presented through diverse media;
- compares and contrasts elements and key details presented in two texts on the same topic;
- demonstrates command of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Achievement Level 3

Grade 3 English Language Arts

Achievement Level Descriptions

For grade-appropriate moderate-to-high complexity texts, a student performing at Level 4 typically:

- answers inferential questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers, including when recounting texts;
- determines the implicitly stated main idea, central message, lesson, or moral and explains how it is conveyed through key details in the text;
- analyzes relationships between characters, events, ideas, concepts, or steps in a text and explains how they contribute to its progression;
- determines or clarifies the meaning of unknown and multiple-meaning words and phrases, including general academic and domain-specific words as well as

explains with textual evidence the logical connection between particular sentences and paragraphs and how each successive part builds on earlier sections while referring to specific parts of texts;

- characters in a text using textual evidence;
- uses and interprets how aspects of a text's illustrations and text features contribute to the understanding of the text by making inferences;
- answers questions and determines implicit main ideas and supporting details presented through diverse media, offering relevant and effective elaboration and detail;
- compares and contrasts two texts on the same topic while making inferences and providing textual evidence;
- demonstrates strong command of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Achievement Level 4

Grade 3 English Language Arts

Achievement Level Descriptions

For grade-appropriate high-complexity texts, a student performing at Level 5 typically:

- answers inferential questions to demonstrate understanding of a complex text, referring to the text as the basis for answers, including when fully recounting complex texts;
- determines the implied main idea, central message, lesson, or moral of a complex text and explains how it is conveyed through multiple implied details;
- analyzes complex relationships between characters, events, ideas, concepts, or steps in a text and explains how they contribute to its progression;
- determines or clarifies the meaning of unknown and multiple-meaning words and phrases, including general academic and domain-specific words as well as literal and nonliteral language used in a text, by using subtle, sparse context clues, roots and affixes, shades of meaning, and choosing words to strengthen

explains with multiple pieces of textual evidence the logical connection between particular sentences and paragraphs and how successive parts build on earlier sections while referring to parts of complex texts;

- answers complex questions and determines the implicit main ideas and multiple supporting details presented in diverse media and formats, offering relevant, effective elaboration and detail;
- compares and contrasts two complex texts on the same topic while making inferences and providing multiple pieces of textual evidence;
- demonstrates mastery of the conventions of grade-appropriate standard English grammar, usage, and mechanics

Achievement Level 5

20

Teaching for Benchmark Mastery

STEP 3: Modify instruction to test hypotheses and increase student learning.

Plan with the end in mind. Review the desired learning outcomes (B.E.S.T. benchmarks & ALDs).

Benchmarks

Review student data.
Determine current knowledge, skills and understanding.

Implement evidence-based teaching practices.
Design learning experiences to support all learners and monitor progress.

Instruction



Assessments

Select instructional resources.
Determine which scaffolds, tasks and activities will lead to the desired learning outcomes.

Using the B.E.S.T. Tools to Achieve Benchmark Mastery

Achievement Level Descriptions

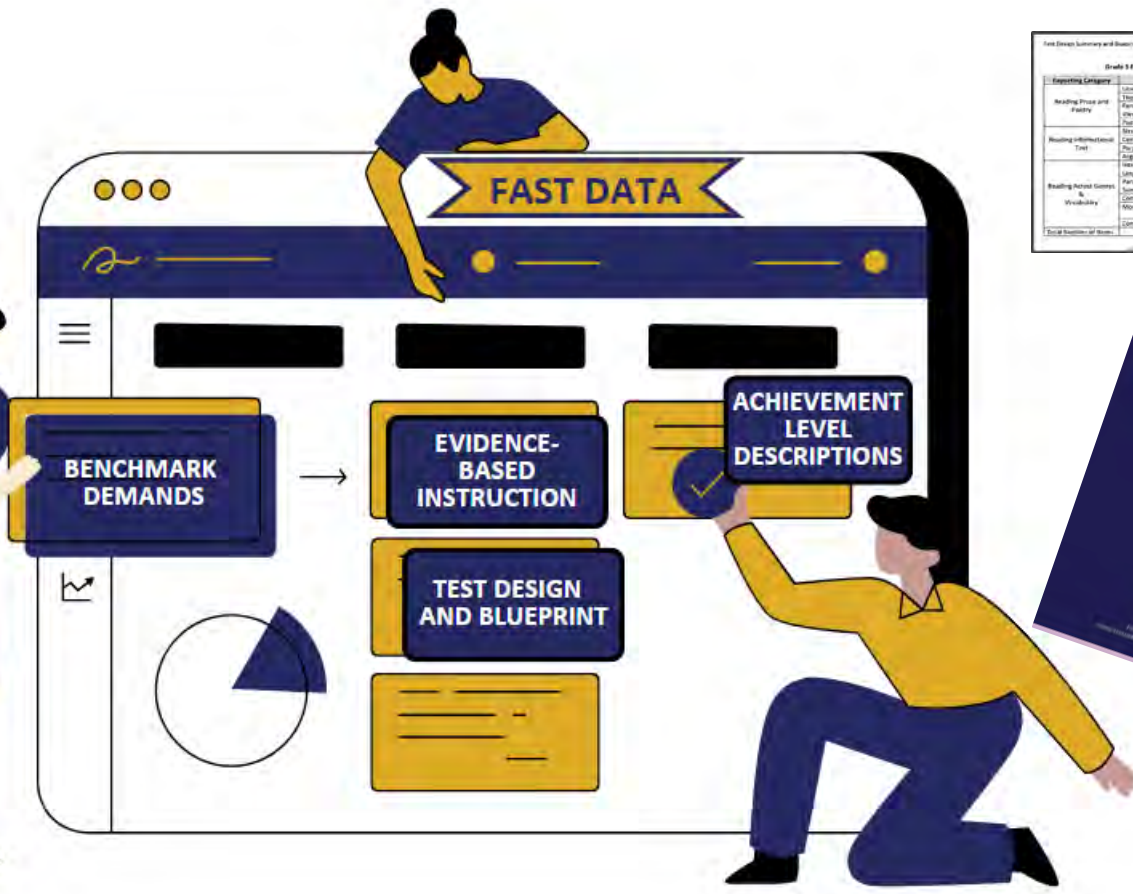
For grade-appropriate high-complexity texts, a student performing at Level 3 typically responds to the text in the ways for answers, including when fully reconstructing:

- answers inferential questions to demonstrate an understanding of a complex text, referring to the text as the basis for answers, including when fully reconstructing the implied main idea, central message, lesson, or moral of a text;
- compares the implied main idea, central message, lesson, or moral of a complex text and explains how it is conveyed through multiple implied details;
- analyzes complex relationships between characters, events, ideas, or objects in a text and explains how they contribute to its progression; or
- analyzes how a text justifies the meaning of unknown and multiple-meaning words and phrases, including general academic and domain-specific words as well as figurative language, such as in a text, by using suitable general classroom and domain-specific vocabulary, such as identifying or explaining the meaning of the text;
- explains with multiple pieces of textual evidence the logical connection between particular sentences and paragraphs and how the connection makes sense across sections or parts of complex text;
- analyzes multiple pieces of text within a text, using textual evidence to make connections between sections or parts of a text's illustrations and text features;
- evaluates multiple pieces of text within a text's illustrations and text features; and
- analyzes multiple pieces of text within a text's illustrations and text features to make and interpret connections between the implicit main idea and multiple pieces of text.

Principles of Instruction

Research-based strategies that all teachers should know

- 1 Engage students with questions of varying difficulty.
- 2 Present new material in small chunks, assess students as they practice the material.
- 3 Ask every student to choose a task response, question, or idea to present to the class.
- 4 Provide models for students to follow when demonstrating or thinking aloud to work on the problem.
- 5 Provide student practice by asking good questions and providing feedback.
- 6 Check for understanding by asking good questions and providing feedback.
- 7 Observe high-achieving students (80% or more) working on a task and provide individualized support, including modeling, to help struggling students.
- 8 Provide feedback or temporary support for the difficult material.
- 9 Present students for peer support and encourage students to provide individualized support to one another.
- 10 Engage students to create and modify models of good material.



Fast Data Summary and Dashboard FAST Data Summary and Dashboard

Supporting Category	Benchmark Assessment	% of Year
Reading Process and Proficiency	<ul style="list-style-type: none"> Literary Elements (L.A.1.A.1.1) Theme (L.A.1.A.1.2) Paragraph and Point of View (L.A.1.A.1.3) Point of View (L.A.1.A.1.4) Structure (L.A.1.A.1.5) Central Idea (L.A.1.A.1.6) Form and Purpose (L.A.1.A.1.7) Argument (L.A.1.A.1.8) Informational Equilibrium (L.A.1.A.1.9) 	24.0%
Reading Informational Text	<ul style="list-style-type: none"> Language (L.A.1.A.1.1) Paragraphing and Summarizing (L.A.1.A.1.2) Comparative Reading (L.A.1.A.1.3) Metacognitive (L.A.1.A.1.4) Context and Connections (L.A.1.A.1.5) 	35.0%



Next Steps: Leading for Mastery Through Data-Driven Systems

How will you use
the B.E.S.T. tools to
build FAST results?



Using the B.E.S.T. Tools to Build FAST Results



We value your feedback!

Please complete
the **evaluation** for
this session in the
Whova App.

1. Open the Whova App.
2. Open the 'Agenda' and click on the session you just attended.
3. Click on 'Session feedback' or 'Rate session' and complete the five-question evaluation.



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