

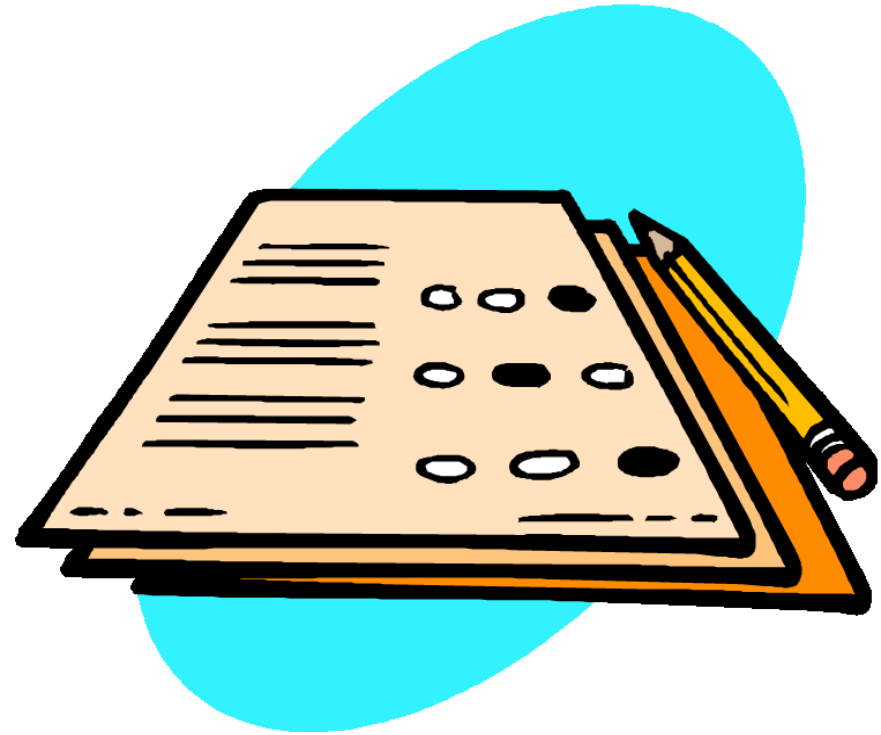


JOHN I. SMITH K-8 CENTER 5TH GRADE 2023 PARENT F.A.S.T. PRESENTATION



F.A.S.T.

Beginning with the 2022–23 school year, Florida’s statewide, standardized assessments in Reading, Writing, and Mathematics will be aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.). 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.





WHO WILL BE TESTED?

All students enrolled in 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.

STUDENTS WITH AN IEP OR 504 PLAN

Students with exceptionalities participate in the statewide assessment program by taking one of the following:

F.A.S.T., SSA, and EOC assessments without accommodations, F.A.S.T., SSA, and EOC assessments with accommodations.

All determinations regarding participation in the statewide assessment program must be documented in the student's IEP or Section 504 plan.

F.A.S.T. Portal at www.flfast.org under Students & Families. This document contains information for educators and parents regarding procedures, guidelines, and implementation for accommodations for eligible students on statewide assessments.

All English Language Learners (ELLs) participate in statewide assessments regardless of how long these students have been enrolled in a U.S. school. Students who are identified as ELLs must be provided with the allowable accommodations outlined in the test administration manuals.



PERFORMANCE LEVELS

Achievement Levels



Inadequate:	Below Satisfactory:	On-Grade-Level:	Proficient:	Mastery:
Highly likely to need substantial support for the next grade/course	Likely to need substantial support for the next grade/course	May need additional support for the next grade/course	Likely to excel in the next grade/course	Highly likely to excel in the next grade/course

Scale Score Ranges for Each Achievement Level

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3 ELA Reading	240–284	285–299	300–314	315–329	330–360
Grade 4 ELA Reading	251–296	297–310	311–324	325–339	340–372
Grade 5 ELA Reading	257–303	304–320	321–335	336–351	352–385
Grade 6 ELA Reading	259–308	309–325	326–338	339–355	356–391
Grade 7 ELA Reading	267–317	318–332	333–345	346–359	360–397
Grade 8 ELA Reading	274–321	322–336	337–351	352–365	366–403
Grade 9 ELA Reading	276–327	328–342	343–354	355–369	370–407
Grade 10 ELA Reading	284–333	334–349	350–361	362–377	378–412
Grade 3 Mathematics	240–284	285–296	297–310	311–326	327–360
Grade 4 Mathematics	251–298	299–309	310–324	325–339	340–376
Grade 5 Mathematics	256–305	306–319	320–333	334–349	350–388
Grade 6 Mathematics	260–309	310–324	325–338	339–355	356–390
Grade 7 Mathematics	269–315	316–329	330–345	346–359	360–391
Grade 8 Mathematics	273–321	322–336	337–352	353–364	365–393



WHAT ASSESSMENTS WILL MY 5TH GRADER TAKE?

F.A.S.T. a computer-based assessment administered three times this year in:

- English Language Arts
- Mathematics
- Science (SSA)-Paper Based



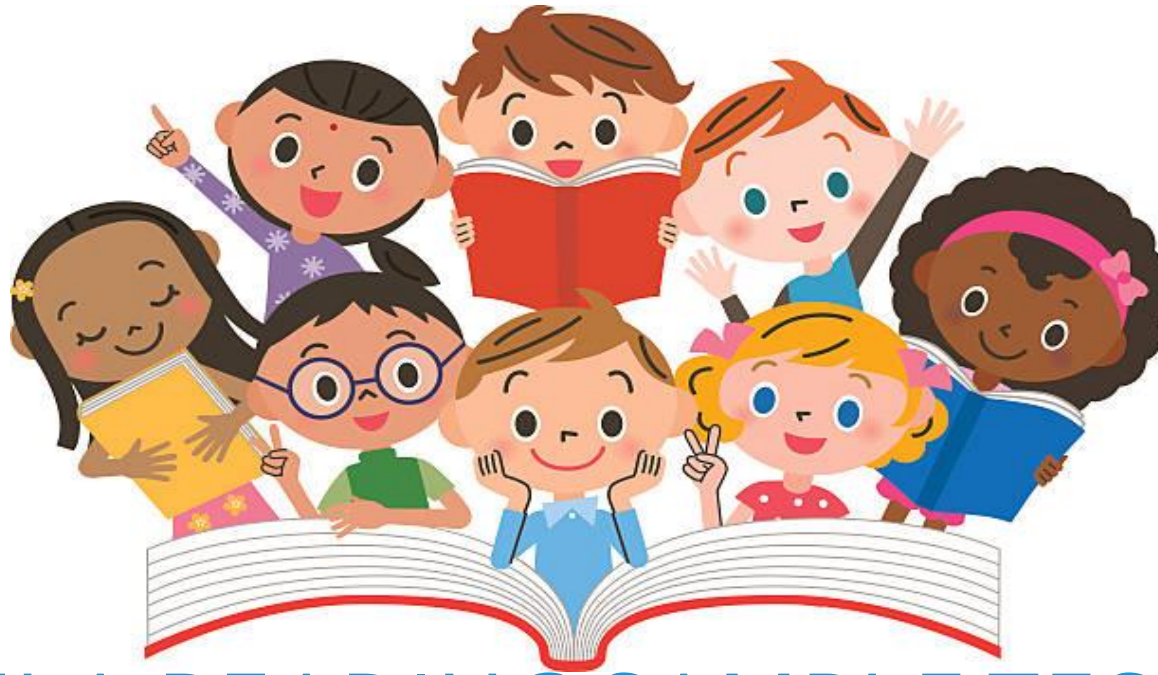
ADMINISTRATION SCHEDULE

- September
 - F.A.S.T. Reading
 - F.A.S.T. Math
 - Science Baseline
- December
 - F.A.S.T. Reading
 - F.A.S.T. Math
- January
 - Science Mid-Year
- May
 - F.A.S.T. Reading
 - F.A.S.T. Math
 - Science (SSA)

Florida Assessment of Student Thinking (FAST)

Subject Being Tested	Number of Days of Testing	Number of Sessions	Minutes Per Session
Reading (ELA)	1	1	120 Minutes
Math	1	1	100 Minutes
Science	2	2	80 Minutes

- SPED Students will be following the accommodations listed on their IEP or 504 Plan.
- ELL Students will be following accommodations set forth by the state.



ELA READING SAMPLE TEST

ELA READING ASSESSMENTS MEASURE STUDENT PERFORMANCE OF 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 BELOW. 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

1. READING ACROSS GENRES AND VOCABULARY
2. READING INFORMATIONAL TEXT
3. READING PROSE AND POETRY

Read the passages “How the Moon Was Kind to Her Mother” and “Sly as a Fox” and then answer Numbers 1 through 7.

This passage set includes two traditional stories. The first passage is a traditional Native American tale. The second passage is a modern version of the trickster Fox tales from European folklore.

Passage 1: How the Moon Was Kind to Her Mother

- 1 Once upon a time, a long while ago, the Sun, the Wind, and the Moon were three sisters, and their mother was a pale, lovely Star that shone, far away, in the dark evening sky.
- 2 One day their uncle and aunt, Thunder and Lightning, asked the three sisters to have supper with them, and their mother said that they might go. She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit.
- 3 So the Sun, the Wind, and the Moon started out for the party with the Thunder and Lightning. Oh, it was a supper to remember! The table was spread with a cloth of rainbow. There were ices like the snow on the mountain tops, cakes as soft and white as clouds, and fruits from every quarter of the earth. The three sisters ate their fill, especially the Sun and the Wind, who were very greedy and left not so much as a crumb on their plates. But the Moon was kind and remembered her mother. She hid a part of her supper in her long white fingers to take home and share with her mother, the Star.
- 4 Then the three sisters said good-bye to the Thunder and Lightning and went home.
- 5 When they reached there, they found their mother, the Star, waiting and shining for them as she had said she would. “What did you bring me from the supper?” she asked.
- 6 The Sun tossed her head with all its yellow hair in disdain. “Why should I bring you anything?” she asked. “I went out for my own pleasure and not to think of you.” It was the same with the Wind. She wrapped her flowing robes about her and turned away from her mother. “I, too, went out for my own entertainment,” she said, “and why should I think of you, Mother, when you were not with me?” But it was very different with the Moon, who was not greedy and selfish as her two

sisters were. She turned her pale sweet face toward her mother and held out her slender hands. “See, Mother,” cried the Moon, “I have brought you part of everything that was on my plate. I ate only half of the feast, for I wanted to share it with you.” So the mother brought a gold plate, and the food that her unselfish daughter, the Moon, had brought her heaped the plate high. She ate it, and then she turned to her three children, for she had something important to say to them.

- 7 She spoke first to the Sun. “You were selfish, my daughter,” she said. “You went out and enjoyed yourself with no thought of one who was left alone at home. Hereafter you shall be no longer beloved among men. Your rays shall be so hot and burning that they shall scorch everything they touch.” And that is why, to this day, the Sun is hot and blazing.
- 8 Next the mother spoke to the Wind. “You, too, my daughter, have been unkind and greedy,” she said. “You enjoyed yourself with no thought of anyone else. You shall blow in the parching heat of your sister, the Sun, and wither and blast all that you touch.” And that is why, to this day, the Wind, blowing in hot weather, is so unpleasant.
- 9 But, last, the mother spoke to her kind daughter, the Moon. “You remembered your mother and were unselfish,” she said. “To those who are thoughtful of their mother, great blessings come. For all time your light shall be cool, calm, and beautiful. You shall wane, but you shall wax again. You shall make the dark night bright, and all men shall call you blessed.” And that is why, to this day, the Moon is so cool, bright, and beautiful.

“How the Moon Was Kind to Her Mother.” In the public domain.

Passage 2: Sly as a Fox

- 10 Fox was hungry! He decided that eggs would make a good meal, so he trotted off to the pine forest. When Fox reached the forest, he searched for a nest. He knew if he could find a bird’s nest, he would probably find eggs. There, deep in the forest, Fox found an evergreen tree so tall it seemed to touch the clouds. At the very top was a nest that belonged to Eagle. *I know just what to do*, thought Fox, picking some long blades of grass. *I’ll trick Eagle and make her give me her eggs.*
- 11 Fox knocked on the tree and called loudly, “Eagle, throw me an egg!”
- 12 Eagle stared down at Fox from the top of the tree and replied, “No!”

- 13 “I’m warning you, you’d better throw me an egg,” repeated Fox. “If you don’t, I’m going to use these sharp blades of grass to cut down your tree!” Because Fox’s words frightened Eagle, she threw him an egg. Fox caught the egg in his paw, saying, “Now I want another one!” When Eagle refused, Fox said, “I’ll cut down your tree and take all your eggs!” Eagle still felt scared, and so she threw another egg. Now Fox laughed at Eagle, saying, “I tricked you! Do you think it’s possible to cut down a tree with some blades of grass?” And he ran away with the two eggs. Instead of being frightened, Eagle now was furious! She beat the air with her wings, grabbed Fox in her talons, and carried him away from the forest. Eagle flew over the mountains, over snow-covered fields, and over the deep ocean. At last Eagle landed on a very small island and set Fox down upon a rock. “Now you’ll never trouble me again!” Eagle said. Taking her eggs back, she flew into the sky like a bolt of lightning.
- 14 Since the island was a small dot in the icy sea, Fox decided to walk all around it. As he walked, he made up a song. “How can I get off this island?” he sang. “What can I do, what can I do?” As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water! Seals, walruses, and whales poked their heads out of the water. They all listened to Fox’s song. Then the sea creatures spoke and asked Fox what he was singing. “We couldn’t make out the words,” the animals explained. This gave Fox an idea. He could get the sea animals to aid in his escape.
- 15 “Thank you for listening to my song!” Fox said politely. “I’ll sing it again so you can understand the words.” This time, though, Fox sang these words instead: “Which has more animals, the land or the sea?” The seals, walruses, and whales all spoke up like one creature. “Of course there are more animals in the sea!” they exclaimed. “Hmm,” Fox said, “I wonder how we can prove this? Why don’t you come to the top of the water and make a bridge from this island to the next one? I can walk over all of you and count as I go.” And so every seal, walrus, and whale rose to the top of the water. They created a huge bridge across the sea. Then Fox jumped onto the back of the first animal and walked from the back of one animal to the next. As he walked, he pretended to count.
- 16 *I’m certainly clever*, he thought. *That saying about being “sly as a fox” describes me so well!*
- 17 Finally, he got to the last creature. Fox jumped down as quickly as he could. He landed on dry earth, turned and thanked the sea animals, and sang to himself as he ran home.

“Sly as a Fox” property of the Florida Department of Education.

ELA Reading Practice Test Questions

Now answer Numbers 1 through 7. Base your answers on the passages "How the Moon Was Kind to Her Mother" and "Sly as a Fox."

1. Read this sentence from Passage 1.

"The Sun tossed her head with all its yellow hair in disdain." (paragraph 6)

What does the word disdain show about the Sun's attitude toward her mother?

- Ⓐ The Sun does not respect her mother.
- Ⓑ The Sun thinks her mother is generous.
- Ⓒ The Sun is confused by the question her mother asked.
- Ⓓ The Sun is nervous because she did not bring her mother anything.

ELA Reading Practice Test Questions

2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of Passage 1?

- Ⓐ High hopes can lead to disappointment.
- Ⓑ Listen to those who are older and wiser.
- Ⓒ If you are nice to others, they will be nice to you.
- Ⓓ When planning an event, be sure to include everyone.

Part B

Which sentence from the story supports the answer in Part A?

- Ⓐ "She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit." (paragraph 2)
- Ⓑ "'What did you bring me from the supper?' she asked." (paragraph 5)
- Ⓒ "She ate it, and then she turned to her three children, for she had something important to say to them." (paragraph 6)
- Ⓓ "'To those who are thoughtful of their mother, great blessings come.'" (paragraph 9)

ELA Reading Practice Test Questions

3. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why does Fox sing for the sea animals in Passage 2?

- Ⓐ He wants their help.
- Ⓑ He is grateful to them.
- Ⓒ He likes their attention.
- Ⓓ He wants to impress them.

Part B

Which sentence supports your answer in Part A?

- Ⓐ "As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water!" (paragraph 14)
- Ⓑ "Then the sea creatures spoke and asked Fox what he was singing." (paragraph 14)
- Ⓒ "He could get the sea animals to aid in his escape." (paragraph 14)
- Ⓓ "'Thank you for listening to my song!' Fox said politely." (paragraph 15)

ELA Reading Practice Test Questions

4. Fill in the bubbles **before two** sentences from Passage 2 that show why Eagle gives her eggs to Fox.

Ⓐ "I'm warning you, you'd better throw me an egg," repeated Fox.
 Ⓑ "If you don't, I'm going to use these sharp blades of grass to cut down your tree!"
 Ⓒ Because Fox's words frightened Eagle, she threw him an egg.
 Ⓓ Fox caught the egg in his paw, saying, "Now I want another one!"
 Ⓔ When Eagle refused, Fox said, "I'll cut down your tree and take all your eggs!"
 Ⓕ Eagle still felt scared, and so she threw another egg.
 Ⓖ Now Fox laughed at Eagle, saying, "I tricked you!"
 Ⓗ Do you think it's possible to cut down a tree with some blades of grass?"
 Ⓛ And he ran away with the two eggs.
 Ⓜ Instead of being frightened, Eagle now was furious! (paragraph 13)

ELA Reading Practice Test Questions

5. Fill in **one** bubble in each row to show the order in which events happen in Passage 2.

	First	Next	Then	Finally
Eagle takes Fox to an island.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
Fox tricks Eagle into giving him her eggs.	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
Fox makes up a song to trick the animals.	<input type="radio"/> I	<input type="radio"/> J	<input type="radio"/> K	<input type="radio"/> L
The animals build a bridge for Fox to walk over.	<input type="radio"/> M	<input type="radio"/> N	<input type="radio"/> O	<input type="radio"/> P

ELA Reading Practice Test Questions

7. Fill in the bubbles to choose whether each sentence describes Passage 1, Passage 2, or both passages.

	Passage 1	Passage 2	Both Passages
Greed is punished.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
Trickery is rewarded.	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F
Food influences characters.	<input type="radio"/> G	<input type="radio"/> H	<input type="radio"/> I

Part B

Fill in the bubbles **before two** sentences from the passage that support your answer in Part A.

- 5 Ⓐ Paleontologists have learned so much from studying Sue's bones.
 Ⓑ From the position of her eye sockets, they've learned that Sue had good depth perception. Ⓒ This helped her to be a fierce hunter who could tell how far away her next meal was. Ⓓ From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. Ⓔ From the length of her snout, they've discovered that *T. rexes* had a sharp sense of smell—another quality that gave strength to these giant predators.
- 6 Ⓕ Scientists still have many questions and hope to learn even more from Sue. Ⓖ They would like to figure out whether Sue was male or female, to know whether she was warm- or cold-blooded, and to learn more about her daily activities. Ⓗ Thanks to Susan Hendrickson, Peter Larson, and the rest of the team from the Black Hills Institute, paleontologists all over the world will get the chance to continue to study Sue and try to find some of these answers.

Read the passage and then answer Numbers 16 through 18. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.

Not even traveling can stop the president from working. There is a special airplane designed just for the president. It has three different levels. Those levels include bedrooms, a conference room, offices, and even a medical room with a docktor on board. This airplane is called Air Force One.

The president travels with a lot of different people: other officials, aides, and even reporters. Air Force One can handle all the guests. There are to kitchens that feed up to one hundred people at a time. Going long distances is easy because this airplane might refuel in the air.

The name Air Force One is usually used for the large white and blue plane with these special features. However, even if the president flies on a different plane, that plane would be called Air Force One. This is because any plane that the president flies on is referred to by this name.

Now answer Numbers 16 through 18. Choose the correct word or phrase for each of the following.

16. Those levels include bedrooms, a conference room, offices, and even a medical room with a docktor on board.
- Ⓐ docter
 Ⓑ doctor
 Ⓒ dockter
 Ⓓ correct as is
17. Part A
- There are to kitchens that feed up to one hundred people at a time.
- Ⓐ too
 Ⓑ tow
 Ⓒ two
 Ⓓ correct as is
18. The name Air Force One is usually used for the large white and blue plane with these special features.
- Ⓐ white and blue large plane
 Ⓑ blue and white large plane
 Ⓒ large plane white and blue
 Ⓓ correct as is

Part B

Going long distances is easy because this airplane might refuel in the air.

- Ⓐ can
 Ⓑ must
 Ⓒ should
 Ⓓ correct as is



MATH SAMPLE TEST

MATHEMATICS ASSESSMENTS MEASURE STUDENT PERFORMANCE OF 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 BELOW. 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 5

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

1. The product of the following expression is 34,572.

$$\begin{array}{r} 402 \\ \times \square 6 \\ \hline \end{array}$$

What is the missing digit?

- (A) 0
(B) 1
(C) 7
● 8

5. Select all the numbers that Logan could multiply by 54,216 to get a product less than 54,216.

- ☒ $\frac{7}{12}$
☐ $\frac{4}{4}$
☐ $1\frac{1}{5}$
☒ $\frac{2}{9}$
☐ 3
☐ $\frac{8}{5}$

8. An expression is described in words.

"Add 5 and 14, triple the sum, and then add four-fifths."

Create the expression using numbers and symbols.

$$(5+14) \times 3 + \frac{4}{5}$$

15. In the ordered pair (0, 4), what does the 4 represent in terms of its location on the coordinate plane?

Type your answer in the space provided.

Number of units above the x-axis.

6. This question has **two** parts.

Two numbers are multiplied using the area model shown.

	2,000	+	700	+	90	+	3	
7	14,000		4,900		?		21	

Part A. Complete the statement. For the box, fill in the bubble before the value that is correct.

The value of the missing number in the area model is

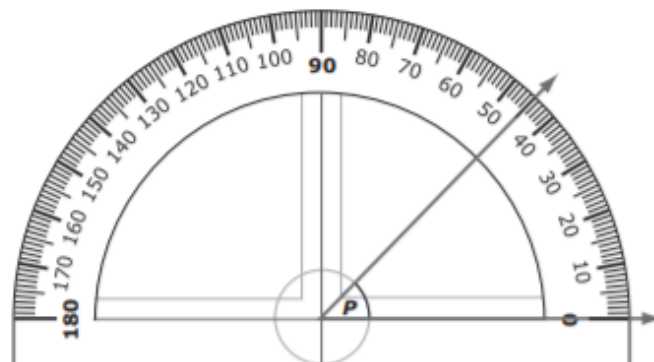
- Ⓐ 90
Ⓑ 97
Ⓒ 630
Ⓓ 2,793
Ⓔ 18,921

Part B. What is the product of the two numbers represented by the area model?

- Ⓐ 2,793
Ⓑ 18,921
Ⓒ 19,551
Ⓓ 19,558

Mathematics Practice Test Questions

9. What is the measure, in degrees ($^{\circ}$), of angle P ?



- Ⓐ 45°
Ⓑ 55°
Ⓒ 135°
Ⓓ 155°

Mathematics Practice Test Questions

7. Jing participates in a trivia contest. He completes each question in $\frac{1}{2}$ minute.

How long does it take for Jing to complete 10 questions?

- Ⓐ 300 seconds
Ⓑ 600 seconds
Ⓒ 660 seconds
Ⓓ 1,200 seconds

8. Round 245,675 to the nearest hundred thousand.

2	4	5	6	7	5
0	0	0	0	0	0
0	0	0	0	0	0
1	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0

18. Select all the equations that show different ways to represent $\frac{5}{8}$.

- Ⓐ $\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$
Ⓑ $\frac{5}{8} + \frac{3}{8} = \frac{5}{8}$
Ⓒ $\frac{1}{8} + \frac{5}{8} = \frac{5}{8}$
Ⓓ $\frac{1}{8} + \frac{3}{8} + \frac{1}{8} = \frac{5}{8}$
Ⓔ $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \frac{5}{8}$



SCIENCE SAMPLE TEST

SCIENCE SAMPLE QUESTIONS

1 Ariana uses balloons to investigate static electricity. Which of the following **best** explains what will happen when she brings two positively charged balloons close to each other?

- A. The balloons will move apart.
- B. One balloon will lose its charge.
- C. The balloons will come together.
- D. One balloon will gain a negative charge.

2 The stem is an important part of many plants. Which of the following is **most** similar to the role performed by the stem of a plant?

- F. an anchor holding a boat in place
- G. a snack company producing energy bars
- H. a colorful sign attracting people into a store
- I. an elevator transporting supplies from one floor to another

4 Mr. Washington mixed iron filings with sand. Then, he asked his students to separate the iron filings from the sand. Which of the following is the **best** tool to use to separate the iron filings from the sand?



Hand Lens

F.



Test Tube

H.



Bar Magnet

G.



Eyedropper

I.

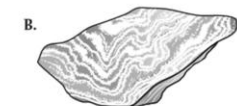
3 Roger collected four rock samples and wrote a description of how each was formed. Which of the following rocks that Roger collected is a metamorphic rock?



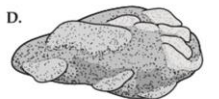
Formed from magma that cooled slowly



Formed from lava that cooled quickly



Formed by pressure and heat over time



Formed by pieces of rock cemented together

- ❑ ALL students are **required** to complete at least 45 minutes of i-Ready weekly for BOTH Reading and Math.
- ❑ Their diagnostic scores will improve as they complete their i-Ready lessons weekly, with passing scores of 70% or higher.
- ❑ i-Ready incentives are awarded to students who meet this criteria to motivate them for working hard on their teacher-assigned and MY PATH lessons.





- ☐ Imagine Learning should be completed by all ESOL 1 students at least 3 times a week, for 30 minutes each session.
- ☐ This program will help ESOL students learn and practice more of the English language in an interactive and fun way.
- ☐ Imagine Learning incentives will be awarded to students who are meeting the criteria, by their ESOL teachers.

FOR ADDITIONAL PRACTICE

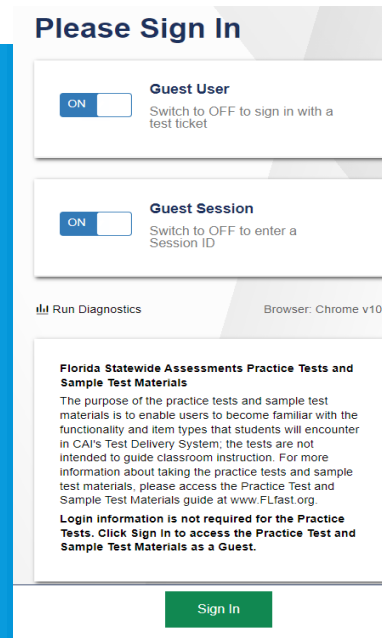
1. GO TO WWW.FLFAST.ORG AND
CLICK TAKE SAMPLE TEST

2. Click Sign In

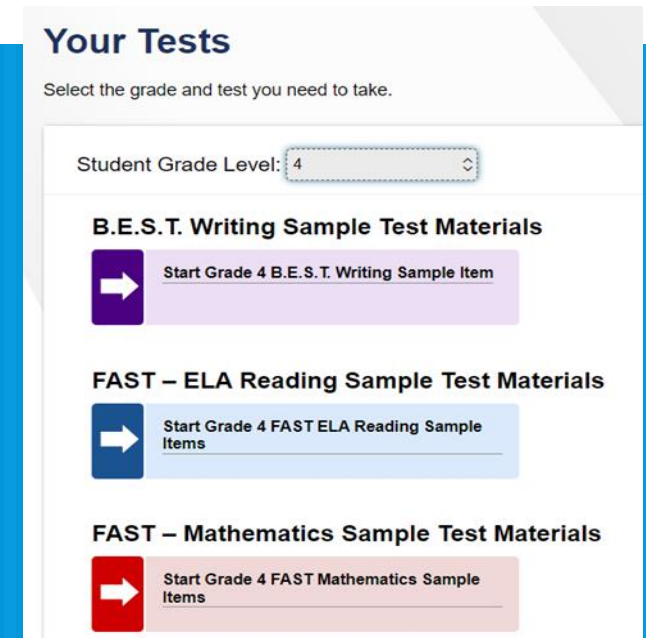
3. Select Grade 5 and click on
each test for practice.



The screenshot shows the homepage of the Florida Department of Education's FAST website. The header includes the Florida Department of Education logo and the FAST logo. Below the header, there is a navigation bar with links for Assessment Programs, Users, and Resources, along with a search bar. The main content area is titled "Students & Families" and includes a sub-header "General information and resources about the Florida Assessment of Student Thinking (FAST)". Below this, there is a section titled "Prepare for the FAST" with a description of the FAST assessment and two buttons: "View Sample Items for VPK-2" and "Take a Sample Test for Grades 3-10".

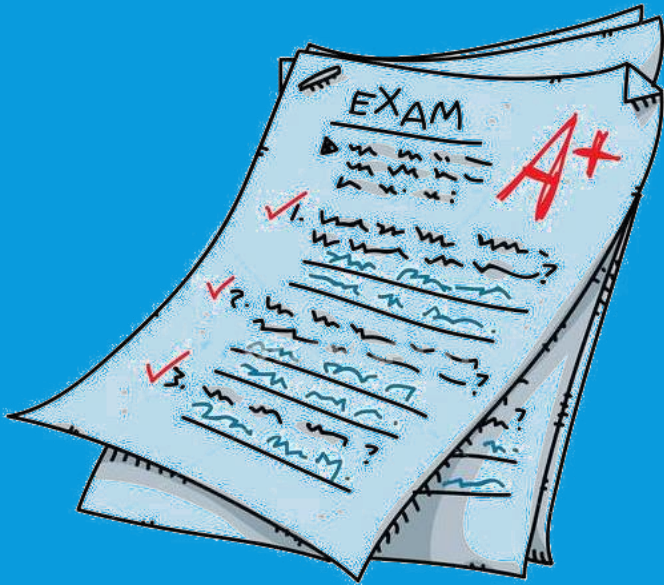


The screenshot shows the "Please Sign In" page. It features two toggle switches: "Guest User" (ON) and "Guest Session" (ON). Below these, there is a section titled "Florida Statewide Assessments Practice Tests and Sample Test Materials" with a description of the purpose of the practice tests and sample test materials. At the bottom, there is a "Sign In" button.



The screenshot shows the "Your Tests" page. It includes a dropdown menu for "Student Grade Level" set to "4". Below this, there are three sections for sample test materials: "B.E.S.T. Writing Sample Test Materials" with a button "Start Grade 4 B.E.S.T. Writing Sample Item", "FAST – ELA Reading Sample Test Materials" with a button "Start Grade 4 FAST ELA Reading Sample Items", and "FAST – Mathematics Sample Test Materials" with a button "Start Grade 4 FAST Mathematics Sample Items".

WAYS TO PREPARE YOUR CHILD FOR STANDARDIZED TESTS:



- Make sure the child is completing all homework and classroom assignments accurately and in a timely manner each day.
- Collaborate with your child's teachers to find materials to work on at home in preparation for the test.
- **i-Ready** has proven to be successful in helping students reach their academic goals and F.A.S.T. scores. Please monitor your child to ensure that the program is being completed with fidelity based on teacher's criteria.
- Set aside time each night prior to the test **for several weeks** to review the concepts that will be covered.
- Make sure your child gets an ample, normal amount of sleep the night before the test.
- Mark testing days on your calendar to help remind you and your child when the testing will take place and plan your preparations.
- The student should eat a nutritious and filling breakfast. Avoid high sugar cereals which can make the student hyper and/or unfocused.
- Make sure the student is on time (if not early) on the day of testing.
- Set a backup alarm to avoid the possibility of oversleeping.
- If your child is sick, please contact the school immediately to inform them and keep the child home the day of the test.

THANK
YOU!