



JOHN I. SMITH K-8 CENTER
5TH GRADE 2024
PARENT F.A.S.T. PRESENTATION

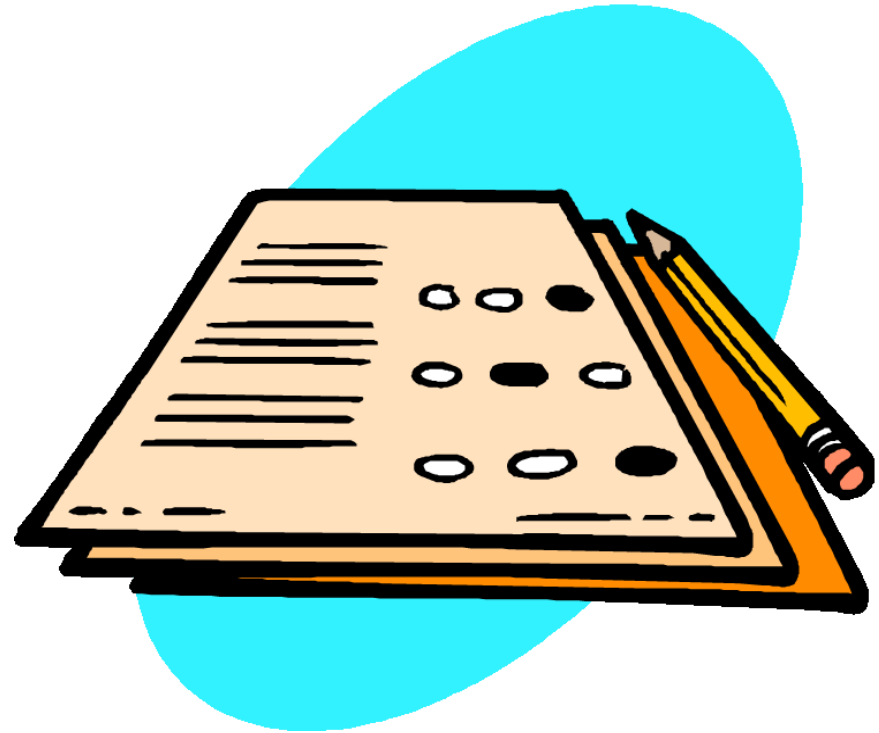


"OPTIMISM IS THE FAITH
THAT LEADS TO
ACHIEVEMENT. NOTHING
CAN BE DONE WITHOUT
HOPE AND CONFIDENCE."

HELEN KELLER

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, are administered as a progress monitoring assessment, in which students participate 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., FSSA, and EOC assessments without accommodations, F.A.S.T., FSSA, 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 they have been enrolled in a U.S. school. Students who are identified as ELLs are provided with the allowable accommodations outlined in the test administration manuals.



PERFORMANCE LEVELS

Achievement Levels



Well Below Grade Level:

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. B.E.S.T. 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 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 |



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
- February
 - Science Mid-Year
- April
 - Writing
- May
 - F.A.S.T. Reading
 - F.A.S.T. Math
 - Science (FSSA)

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 | 1 | 1 | 160+ Minutes |
| Writing | 1 | 1 | 120+ 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.

FLORIDA STATEWIDE SCIENCE NT

ASSESSME

Achievement Levels and Scale Scores

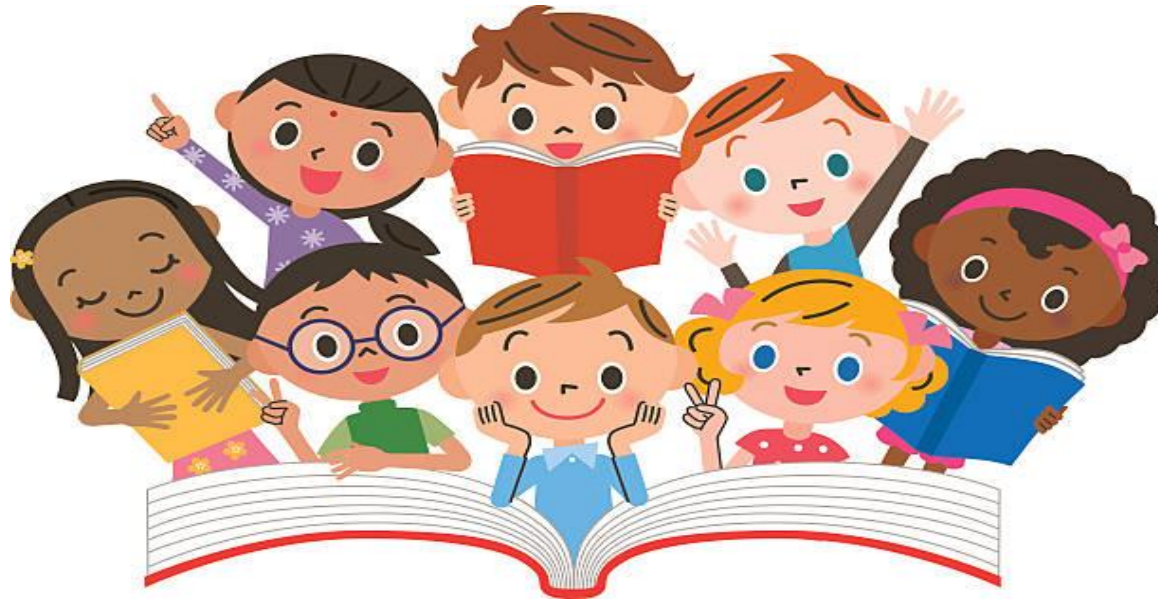
Student performance on Florida's statewide assessments is categorized into five achievement levels. Beginning in Spring 2024, results for Statewide Science assessments will be reported in the Florida Reporting System within 24 hours of student testing. Table 1 provides information regarding student performance at each achievement level; this information is provided on student reports so that students, parents, and educators may interpret student results in a meaningful way.

Table 1. Achievement Levels

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|---|---|--|
| Inadequate: Highly likely to need substantial support for the next grade | Below Satisfactory: Likely to need substantial support for the next grade | On Grade Level: May need additional support for the next grade | Proficient: Likely to excel in the next grade | Mastery: Highly likely to excel in the next grade |

Table 2. Grade-Level Assessment Scale Scores 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 |



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 |



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

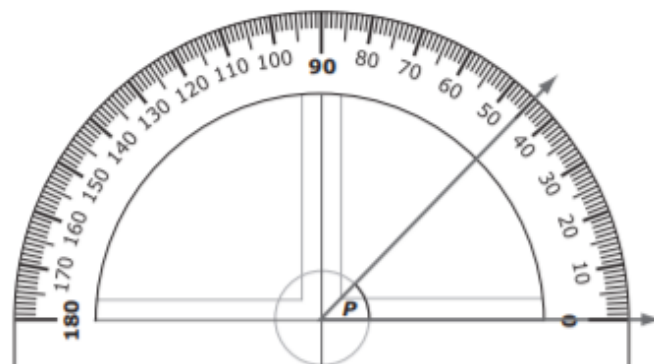
- Ⓐ 90
Ⓑ 97
Ⓒ 630
Ⓓ 2,793
Ⓔ 18,921

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 |
| 2 | 0 | 0 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 | 0 | 0 |

Mathematics Practice Test Questions

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 Florida Department of Education's FAST website. The header includes the Florida Department of Education logo and the FAST logo. The main navigation bar has links for Assessment Programs, Users, and Resources, along with a search bar. The page is titled "Students & Families" and provides general information about the Florida Assessment of Student Thinking (FAST). Below the header, there is a section titled "Prepare for the FAST" which explains that the FAST is administered to students in grades VPK-2 and 3-10. It also provides instructions on how to view sample test items or take a sample test. Two large buttons are visible: "View Sample Items for VPK-2" and "Take a Sample Test for Grades 3-10".

Florida Department of Education
FAST

Assessment Programs Users Resources Search here...

Students & Families

General Information and resources about the Florida Assessment of Student Thinking (FAST)

Home > Students & Families

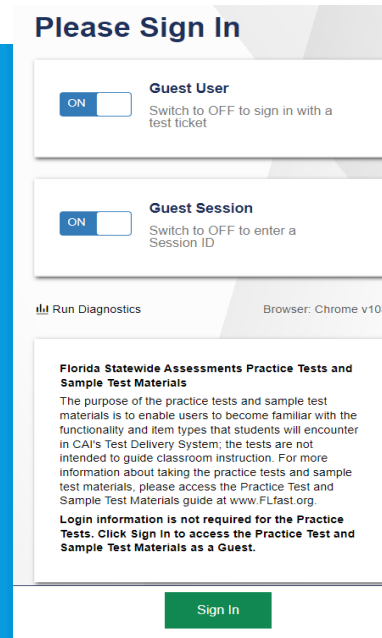
Prepare for the FAST

The FAST is administered to students in grades VPK-2 and 3-10.

Select the appropriate card to the right to view sample test items for VPK-2 or to take a sample test for Grades 3-10.

[View Sample Items for VPK-2](#)

[Take a Sample Test for Grades 3-10](#)



The screenshot shows the "Please Sign In" page. It has two main sections: "Guest User" and "Guest Session". Both sections have a toggle switch that is currently turned "ON". The "Guest User" section says "Switch to OFF to sign in with a test ticket". The "Guest Session" section says "Switch to OFF to enter a Session ID". Below these sections, there are links for "Run Diagnostics" and "Browser: Chrome v108". At the bottom, there is a "Sign In" button.

Please Sign In

☒ **Guest User**
Switch to OFF to sign in with a test ticket

☒ **Guest Session**
Switch to OFF to enter a Session ID

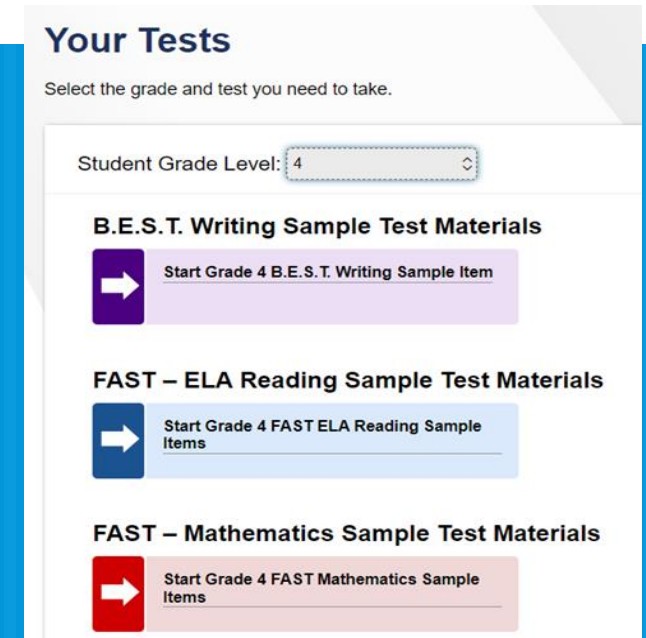
[Run Diagnostics](#) Browser: Chrome v108

Florida Statewide Assessments Practice Tests and Sample Test Materials

The purpose of the practice tests and sample test materials is to enable users to become familiar with the functionality and item types that students will encounter in CAI's Test Delivery System; the tests are not intended to guide classroom instruction. For more information about taking the practice tests and sample test materials, please access the Practice Test and Sample Test Materials guide at www.FLfast.org.

Login information is not required for the Practice Tests. Click Sign In to access the Practice Test and Sample Test Materials as a Guest.

[Sign In](#)



The screenshot shows the "Your Tests" page. It has a dropdown menu for "Student Grade Level" set to "4". Below this, there are three sections: "B.E.S.T. Writing Sample Test Materials", "FAST - ELA Reading Sample Test Materials", and "FAST - Mathematics Sample Test Materials". Each section has a button with a right arrow icon and text indicating the grade and test type.

Your Tests

Select the grade and test you need to take.

Student Grade Level: 4

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

[Start Grade 4 B.E.S.T. Writing Sample Item](#)

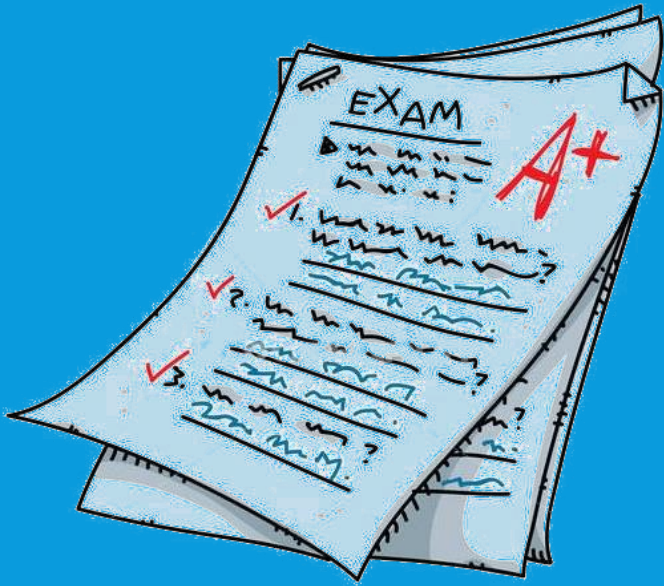
FAST - ELA Reading Sample Test Materials

[Start Grade 4 FAST ELA Reading Sample Items](#)

FAST - Mathematics Sample Test Materials

[Start Grade 4 FAST Mathematics Sample Items](#)

WAYS TO PREPARE YOUR CHILD FOR STANDARDIZED TESTS:



- Make sure your child is completing all homework and classroom assignments accurately and in a timely manner each day.
- *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 on the days of testing.
- If your child is sick, please contact the school immediately to inform them and keep the child home the day of the test.

ASSESSMENT TESTING DATES:

B.E.S.T. Writing

Tuesday: April 9, 2024

F.A.S.T. ELA

Friday: May 3, 2024

F.A.S.T. Mathematics

Thursday: May 16, 2024

FSSA Science

Tuesday: May 21, 2024

END OF YEAR 5TH GRADE ACTIVITIES:

- Tuesday, May 28, 2024
- Wednesday, May 29, 2024
- Thursday, May 30, 2024
- Friday, May 31, 2024

PARTICIPATION IN ACTIVITIES/FIELD TRIP MAY BE DENIED FOR ANY OF THE FOLLOWING REASONS:

- D or F in conduct in any class on the Progress report or Report Card
- 5 or more School uniform violations
- 3 in Effort on Progress Report or Report Card
- Code of Student Conduct infractions (bullying behavior, physical or verbal, even on social media, vandalizing of school property, and not following all school rules)
- Inappropriate use of electronic devices
- Poor attendance (10 or more unexcused absences/tardies combined)

UNIFORM POLICY



John I. Smith K-8 Center NEW-Uniform Policy 2023-2024

John I. Smith K-8 Center is a mandatory uniform school.
Please ensure that your child comes to school every day in the appropriate uniform.

| LOWER ACADEMY: GRADES PK-5 | |
|--|--|
| TOPS | BOTTOMS |
| Polo shirts in gray, navy blue or white with the uniform patch on the left side (sold by PTSA) | Girls - khaki shorts or pants Boys – khaki shorts or pants No leggings |
| Navy blue sweater plain or with the school logo (sold by PTSA) | |
| 2023-2024 JIS Spirit Shirt (sold by PTSA) | |
| UPPER ACADEMY: GRADES 6-8 | |
| TOPS | BOTTOMS |
| Oxford powder blue or white shirt with school logo on the left side for boys and girls | Navy-blue pants for boys and girls No leggings |
| Gray sweater with the school logo (sold by PTSA) | |
| 2023-2024 JIS Spirit Shirt (sold by PTSA) | |

REMINDERS:

- **Bookbags:** No rolling bookbags allowed.
- **Belts:** Belts are strongly encouraged. Solid black or solid brown may be worn.
- **Shoes:** Sneakers or closed style shoes. (Open-toed shoes, sandals or crocs are NOT allowed.)
- **Socks:** Socks must be worn.
- **Pants:** Pants must be uniform quality. Jeans and stretch pants/leggings are not part of the uniform policy. On Spirit Days, jeans may be worn with no holes.
- **Sweaters:** JISK-8 Center sweaters with the school logo are sold by the PTSA.

BELL SCHEDULE FOR UPPER ACADEMY



UPPER ACADEMY DAILY BELL SCHEDULE

A Day (Periods 1,3,5)

B Day (Periods 2,4,6)

| DAILY SCHEDULE (MONDAY, TUESDAY, THURSDAY, FRIDAY) | | |
|--|------------------------|---------|
| Period | Time | Minutes |
| HOMEROOM | 8:35 a.m. – 8:45 a.m. | 10 |
| 1 or 2 | 8:50 a.m. – 10:40 a.m. | 110 |
| 3 or 4 | 10:45 a.m. – 1:00 p.m. | 110 |
| 5 or 6 | 1:05 p.m. – 3:05 p.m. | 110 |
| LUNCH IS SCHEDULED DURING THE MIDDLE BLOCK (Please refer to the lunch schedule.) | | |

*A / B block schedule contains (5) minutes between class changes.

| DAILY SCHEDULE-WEDNESDAY ONLY | | |
|--|-------------------------|---------|
| Period | Time | Minutes |
| HOMEROOM | 8:35 a.m. – 8:45 a.m. | 10 |
| 1 or 2 | 8:50 a.m. – 10:15 a.m. | 85 |
| 3 or 4 | 10:20 a.m. – 12:15 p.m. | 85 |
| 5 or 6 | 12:20 p.m. – 1:50 p.m. | 85 |
| LUNCH IS SCHEDULED DURING THE MIDDLE BLOCK (Please refer to the lunch schedule.) | | |

THANK
YOU!