

UNDERSTANDING THE FAST™ FAMILY REPORT

The FAST Family Report answers three main questions parents have: How is my student doing? How does my student compare to his or her peers? And how have my student's scores changed over time?

1 What is FAST?

The Formative Assessment System for Teachers (FAST) is a set of reading and math assessments that teachers use to measure student learning. FAST scores help teachers to know what kind of teaching each student needs to help them grow, both individually and as part of the whole class.

2 What assessments did my student take?

Any FAST Reading or Math assessments your student took over the last screening period will be listed here, along with a short definition of the skills tested for. For a list of all assessments offered on the Family Report visit fastbridge.org/familyreport.

3 How is my student doing?

Student scores are categorized according to criterion-referenced scores, often called "benchmarks," which allow you to quickly see how your student is performing relative to their grade level. FAST assigns student scores into three categories:

4 How does my student compare to other students?

For each assessment your student completed over the last screening period, you can see how they performed relative to their peers. The percentile rank corresponds to the percentage of students who scored lower than your student on that given assessment, and these scores are compared to students in their district (if available) as well as across the nation.

1 FAST™ Family Report

Patty Jensen — Reading
2018-2019 | Spring | FAST Academy District | Sunnydale Elementary | Grade: 4 | Amalfitano, Marisa

This report provides information on Patty's performance and change over time on FAST™ (Formative Assessment System for Teachers™) assessments. Patty took two FAST reading assessments this spring.

aReading
This assessment adapts its questions to get the best estimate of Patty's broad reading skills.

2 CBMreading English
This assessment measures Patty's ability to read a story accurately and automatically, and is an indicator of a student's general reading ability.

How is Patty doing?

aReading
Patty's score on aReading is in the **On Track** range. This means that Patty's broad reading skills are meeting expectations.

3 CBMreading English
Patty's score on CBMreading is in the **some risk** range. This means that Patty may need additional support to improve automaticity and accuracy in reading.

How does Patty compare to other students?

aReading
Patty's score on aReading is higher than 80% of students in the same grade in her district. Her score is higher than 71% of students in the same grade across the nation.

CBMreading English
Patty's score on CBMreading is higher than 29% of students in the same grade in her district. Her score is higher than 31% of students in the same grade across the nation.

- **On Track:** A student listed as *On Track* have listed skills that meets or exceeds the grade level expectation.
- **Some Risk:** A student listed as *Some Risk* may need additional support to improve the listed skill(s) and is at some risk of falling behind their peers.
- **High Risk:** A student listed as *High Risk* will need additional support to improve the listed skill(s) and are at high risk of falling behind their peers.

5 How have my student's scores changed over time?

It's not only important how your student is doing now, but how they are progressing over time in relation to other students in their grade nationwide. To make that easier to track, your student's assessment history appears here (up to the last four years of assessment if available).

* It is important to remember that all information contained in this report should always be used as a starting point for conversations about individual student learning needs, and in conjunction with other sources of information about student performance. For more information visit fastbridge.org/familyreport or talk to your student's teacher.

