

# Parent Facing Assessment Guide

**FAST is intentionally placed within the instructional cycle** so teachers can adjust instruction in real time—reducing the need for excessive classroom testing later in the quarter.

CORE INSTRUCTION Before FAST Testing	FAST TESTING During FAST Testing	TARGETED SUPPORT After FAST Testing
<ul style="list-style-type: none"> <li>Standards-Based Lessons</li> <li>Small Groups &amp; Hands-On Learning</li> <li>Daily Teacher Check-Ins</li> </ul>	1-Day Progress Check on Full Year's Standards	<ul style="list-style-type: none"> <li>Review FAST Results</li> <li>Extra Help &amp; Enrichment</li> <li>No Extra Tests</li> </ul>



CORE INSTRUCTION	FAST TESTING	TARGETED SUPPORT
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## Before FAST Testing: Core Instruction (Florida Standards / Benchmarks)

- Standards-aligned, grade-level instruction
- Differentiation through:
  - small groups
  - scaffolds and accommodations
  - project-based and inquiry-based learning
- Ongoing **formative assessment** (teacher-created checks, observation, student work)
- PLCs focus on:
  - instructional strategies
  - student misconceptions
  - pacing adjustments
- Instruction drives learning; assessments inform teaching.*

## During FAST Testing: FAST Progress Monitoring Window

- FAST administered (one instructional day)**
- Measures student progress on **standards for the full school year**
- Purpose:
  - confirm student understanding
  - identify emerging gaps early
  - validate instructional effectiveness
- FAST confirms learning—it does not interrupt it*

## After FAST Testing: Responsive Instruction & Targeted Support

- Teachers analyze FAST data in PLCs
- Instructional responses include:
  - targeted small-group instruction
  - MTSS Tier 1 adjustments
  - Tier 2 supports (as needed)
  - enrichment or acceleration for students demonstrating mastery
- No additional district-required testing** during this period
- Data leads to action, not more testing.*

## Checking Progress, Then Giving Support

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