



# Spring 2025

# Computer-Based

# Statewide Assessments

**Grades 3–10 FAST ELA Reading, Grades 3–8 FAST Mathematics,  
B.E.S.T. Writing, Statewide Science, FCLE, and EOC Assessments**



**It's almost time to take the  
FAST, B.E.S.T., EOC, Science, and FCLE  
Assessments!**

**Here are some important reminders to  
help you follow the rules and do your  
very best.**





# Test Invalidation

Let's talk  
about the  
term  
**test  
invalidation.**

It's important  
for you  
to  
understand  
what it  
means  
so it won't  
happen to  
you!



# Test Invalidation

If your test is  
invalidated,


it means that your  
test  
**will not be scored,**

and you **will not  
be able to  
retake** the same  
test during this  
window.





# 1. Remove all electronic devices.



To make  
sure your  
test is  
scored...

- If you have an electronic device
- at your desk,
  - in your pocket,
  - or anywhere you can reach it during testing or while on a break,

**your test will not be scored.**



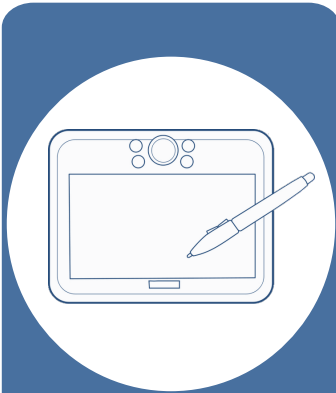
# Electronic Devices Include:



Cell phones or smartphones



Smartwatches



Handheld video games and tablets



Smart Glasses



Bluetooth/wireless headphones/earbuds



# Electronic Devices

Your teacher may  
collect electronic  
devices

or instruct you to put them  
away (in a locker or  
backpack away from your  
desk).

**If you aren't sure if something is an electronic device, please ask your teacher before the test.**



## 2. Do your own work.



If you are caught

- looking at another student's answers,
- allowing another student to look at your answers,
- discussing test content,
- or using any kind of unauthorized aid during the test,

**your test will not be scored.**





## 3. Don't be disruptive.



It is very important for you to

- remain quiet,
- respect other students,
- and pay attention to and follow the instructions.

**If you are disruptive during a test, you may be dismissed from the room, and your test may not be scored.**



## 4. Don't leave school during a test.



If you leave the school's campus for

- lunch,
- an appointment,

before you complete a test,

**you will not be allowed to finish taking the  
test when you return.**



# Taking the Test

about the  
**rules** during  
the test

**Let's  
talk**

and how to  
set yourself  
up for  
**success!**



## During the test, you may not...

Look at another student's screen or test materials.

Allow another student to look at your screen or test materials.

Give help to another student in answering test questions.



# During the test, you may not...

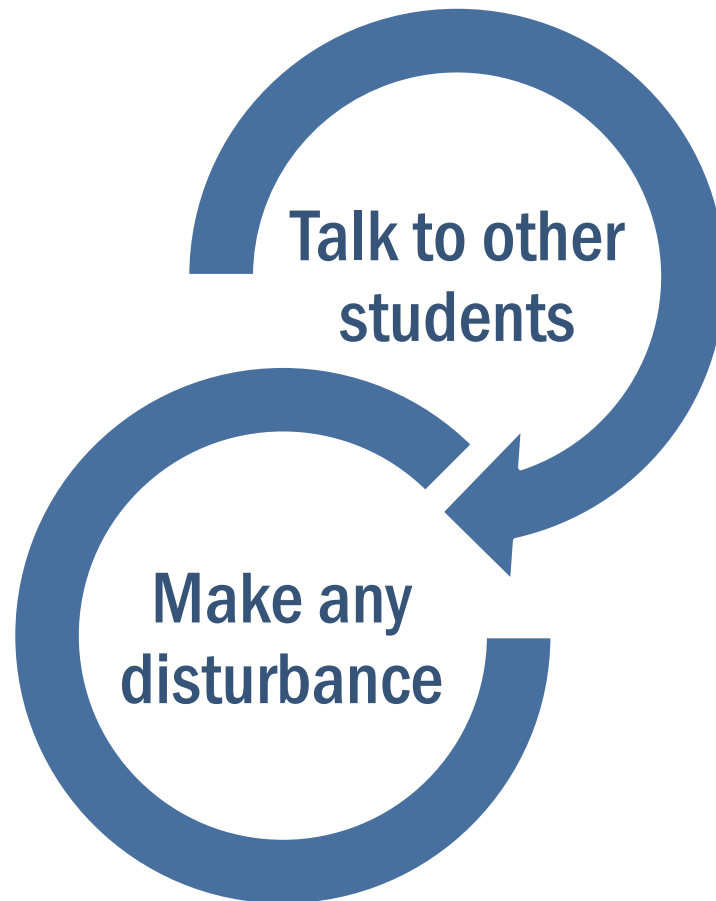
Have notes or use other materials not provided by the test administrator.



Have electronic devices in your possession at any time, including breaks, even if you do not use them.



# During the test, you may not...





# Testing Rules Acknowledgement

On the day of the test, your test administrator will read the testing rules (that were just covered in this presentation) aloud and ask you to read the **Testing Rules Acknowledgment**.

You will be asked to select a box next to the Testing Rules Acknowledgment to show that you understand the rules.

## Testing Rules Acknowledgment

Remember:

- You may not have a cell phone during testing.
- Do not talk to other students or make any disturbance.
- Do not look at another student's test materials.
- Do not ask for or provide help in answering any test questions.
- Use only approved materials for taking notes.
- Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.



**I understand these testing rules. If I do not follow these rules, my test score may be invalidated.**



# Remember...

**You may not ask for help in answering any test questions or planning your responses.**

Your teacher or test administrator is not allowed to discuss the test or help you answer test questions.

Read the items carefully and try your best when answering questions or responding.

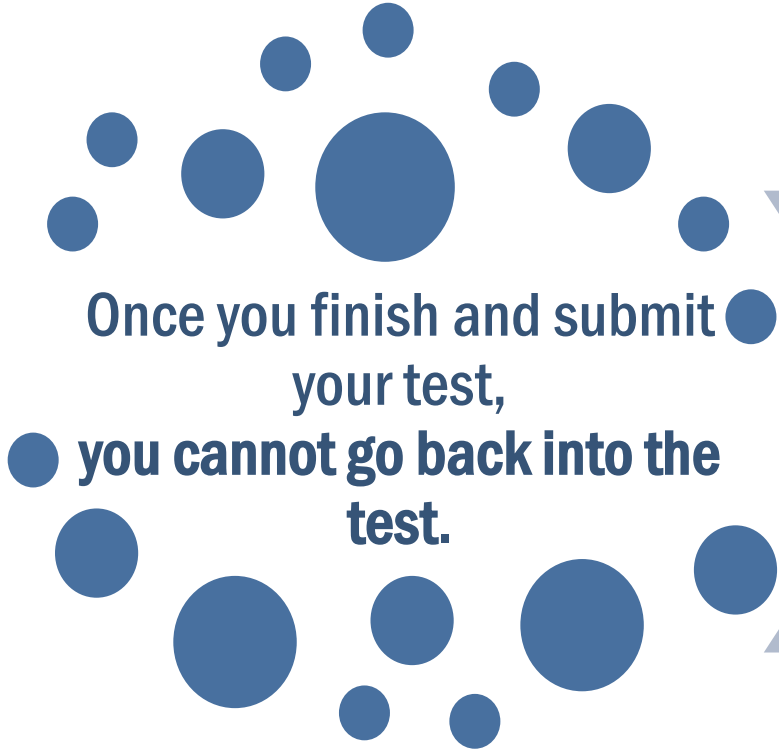


Some questions contain a tutorial in the Context Menu that may help you to understand how to respond to the item.

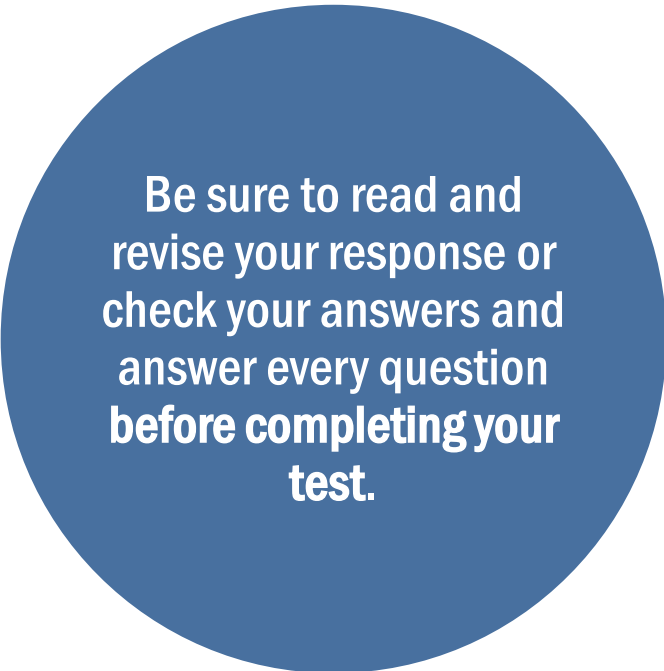




# Remember...



Once you finish and submit  
your test,  
**you cannot go back into the  
test.**



Be sure to read and  
revise your response or  
check your answers and  
answer every question  
**before completing your  
test.**



# Remember...

During breaks and after testing, it's important that you **don't talk about the specific test questions, responses, or passages** with friends, classmates, teachers, or other students.



# Last But Not Least...





# Taking the Test

about how  
you will  
login to a  
computer-  
based test

**Let's  
talk**

and use the  
general tools  
available in  
all CBT  
assessments.



# FL Secure Browser





# Test Tickets

Prior to testing, your test administrator will give you a **test ticket** listing your First Name and Username, which you will need to log in to your computer-based test.

Tell your test administrator if you have any issues with your ticket.

School Year 2024-2025

DEMO DISTRICT D9 (D9)  
DEMO SCHOOL 9009 (D9-9009)

LAST NAME: Demo	USERNAME: 3WSUG
FIRST NAME: Demo	ENROLLED GRADE: 10
DOB: 01/01/2007	ID: FL123456789012

Be sure that your test ticket has the correct name and date of birth on it.



# Logging In to the Test

When your test administrator tells you to do so, enter your **First Name** and **Username** exactly as they appear on your test ticket.

A screenshot of a web form titled "Please Sign In". The form contains three input fields: "First Name:" with a person icon, "Username:" with a key icon, and "Session ID:" with a key icon. The "Session ID" field contains the text "FL-.....". Below the fields is a "Sign In" button. The browser address bar shows "Browser: Secure v17".

Next, enter the **Session ID**, which your test administrator will display for you.



# *Is This You?* Screen

After you log in, you will see a screen that says *Is This You?*

Verify that the information listed on the screen is correct and select **Yes** to continue.

**Is This You?**

Please review the following information.

<b>First Name</b> Demo	<b>Username</b> 2AL25
<b>Last Name</b> Student	<b>Grade</b> 10
<b>Date of Birth</b> January 1, 2003	<b>School</b> Demo School 9009

If any information on this screen is not correct, raise your hand and notify your test administrator.





# Your Tests Screen

After you confirm your identity, the *Your Tests* screen appears.

Only tests that the Test Administrator has selected will appear on the *Your Tests* screen.

Available tests are in color and indicate whether you will be starting a new test or resuming a test.

## Your Tests

Select the test you need to take.

### FAST – ELA Reading



Resume Grade 8 FAST PM3 ELA Reading

### FAST – Mathematics



Start Grade 8 FAST PM3 Mathematics

*Resume* in front of the test name indicates you will be resuming the test. This is what you would see if you paused the test, for example.

*Start* in front of the test name indicates you will be starting the test.

Back to Login



# Computer-Based Tools

You may use any of the tools on the screen to help you with your test.

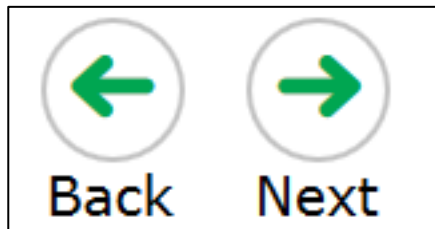
The screenshot displays a test interface for a Grade 7 B.E.S.T. Writing Sample Item. The browser address bar shows 'Grade 7 B.E.S.T. Writing Sample Item' and 'GUEST, GUEST (Username: GUEST) GUEST SESSION'. The interface includes a top navigation bar with icons for Back, Next, Save, and Pause, and a right-side toolbar with icons for Notes, Line Reader, Zoom Out, and Zoom In. A central menu icon is also present. The main content area is divided into two columns: the left column contains the title 'Changing the Capital City', the source title 'Source 1: A Neighborhood Is Born' by Pamela Scott, and the beginning of a text passage starting with '1 [D]id you know that Washington D.C., was not our first or our only capital?'. The right column contains the prompt 'Write an argumentative essay about whether the U.S. capital should remain in Washington, D.C., or move to a new location.' and instructions for the essay, including 'Your argumentative essay must be based on this prompt and topic, and it must incorporate ideas and evidence found in the sources provided.' and 'Use your best writing to complete an essay that' followed by a bulleted list: '• is focused on your claim;' and '• combines evidence from multiple sources with'. The interface also features a progress indicator at the top and a question number '1' in a blue box.



# Computer-Based Tools

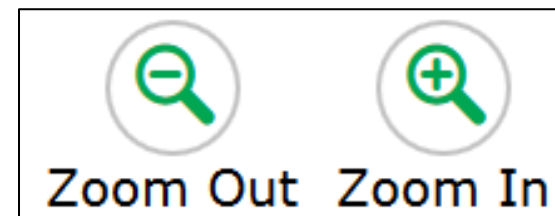
## Back and Next

The **Back** and **Next** buttons can be used to move to through the test.



## Zoom Out and Zoom In

Use the **Zoom Out** and **Zoom In** buttons to decrease and increase the size of text within the test page. Four levels of magnification are available.





# Computer-Based Tools

## Save



Save

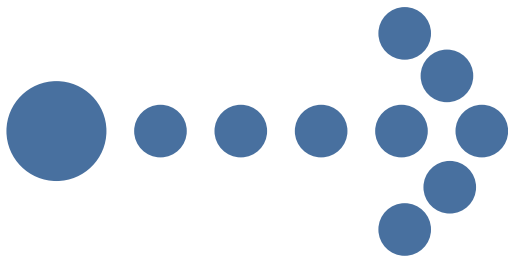
The **Save** button allows you to manually save your work. However, this feature is optional.

## Pause

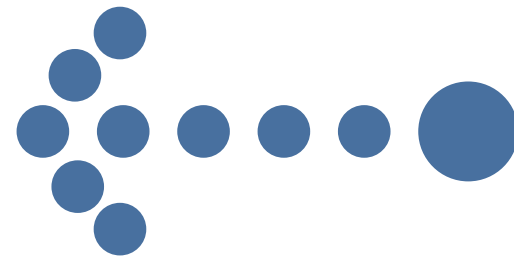


Pause

The **Pause** button allows you to pause and exit the test. If you pause your test, you will have to log back into the testing system to resume testing.



Your responses are automatically saved every two minutes.





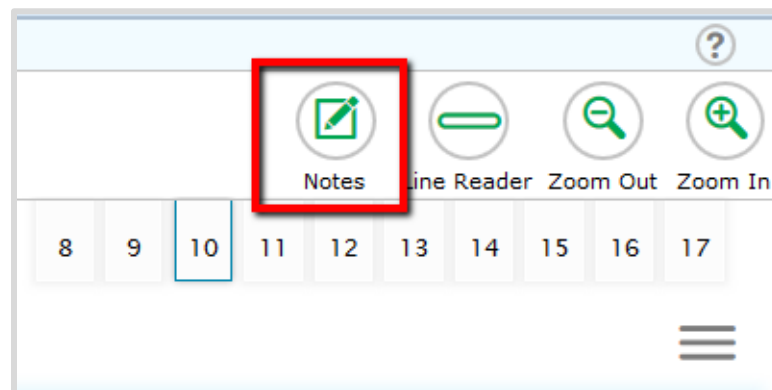
# Computer-Based Tools

## Notes

The **Notes** tool opens a pop-up window in which you can type notes for later reference.

For Reading and Writing, there is one notepad for the entire test. The notes you type will remain each time you open the tool unless you delete them.

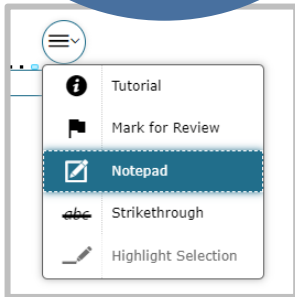
Remember, you can also make notes on your Writing Planning Sheet.





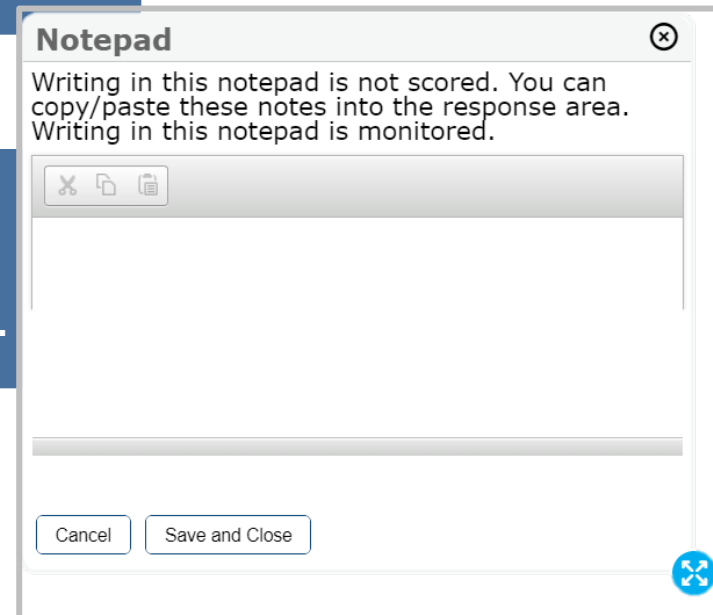
# Computer-Based Tools

For Mathematics tests, there is one notepad per item, available under the context menu.



## Notepad

You can copy/paste these notes into the response area.



The notes you type are not scored as a part of your test, but they are monitored by the testing contractor.

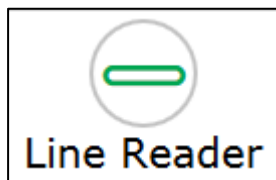
You can move the **Notepad** around the screen by clicking the top of the window and dragging it to another part of the screen.



# Computer-Based Tools

## Line Reader

The **Line Reader** tool allows you to emphasize a specific line of text in the prompt or passage to make it easier to read.



who didn't always tell the truth. He was known for changing or making up details in his stories of discovery. He wrote a thrilling account of his experience in the San Francisco fire of 1849—even though he was nowhere near San Francisco at the

## Highlighter

- With the **Highlighter** tool, you can highlight sections of the passages or items by using your mouse to click and drag from the beginning to end of the section you want to highlight.

### Was Your Pet Once Wild?

Did you know that your pet cat is closely related to wild animals? Finding out more about your pet cat's wild **ancestors** will help you give it a better life

### Popular Pets

Highlight Selection





# Computer-Based Tools

## Expand/Collapse Panel Tool

The **Expand/Collapse Panel** tool allows you to expand the reading passage or the response panel so that it takes up most of the screen.

The screenshot shows a digital reading interface. At the top, there is a navigation bar with 'Items' and 'Grade 3 FAST ELA Reading Sample Items'. Below this is a toolbar with 'Back', 'Next', 'Save', and 'Pause' buttons. The main content area displays 'Passage 1: The Wild Side of Pet Cats' by Jo Waters. The passage text includes 'Was Your Pet Once Wild?' and a paragraph starting with '1 Did you know that your pet cat is closely related to wild animals? Finding out more about your pet cat's wild ancestors will help you give it a better life. . . .'. Below the passage is a section titled 'Popular Pets'. On the right side, there is a response panel with a question '1 What is the purpose of the passage?' and a multiple-choice option 'A to tell the history of the pet cat industry'. A red circle highlights the expand/collapse panel tool, which consists of a hamburger menu icon and two arrows pointing left and right.



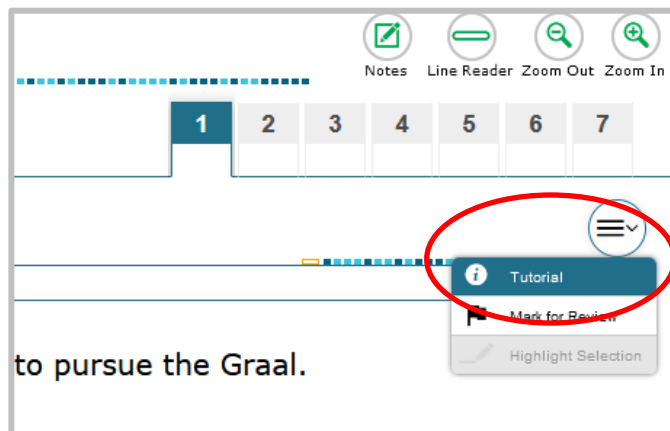


# Computer-Based Tools

## Context Menu: Tutorial

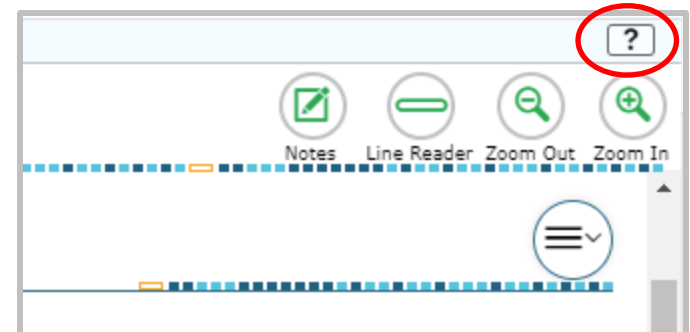
The **Tutorial** tool opens a pop-up window that will display a video tutorial of how to respond to the item.

*\*Note that there is no sound for the tutorial.*



## Help Tool

The **Help** tool opens a pop-up window which will remind you how to use the tools and features in the testing platform.





# Computer-Based Tools

## Strikethrough Tool

Right-click the option  
you wish to cross out  
and choose  
**Strikethrough**;

or select  
**Strikethrough** in the  
Context menu and  
click on the option.




**Note:** this tool  
does not  
remove  
answer  
choices that  
have been  
selected.  
To change your  
answer, select  
another  
choice.

You can use the  
**Strikethrough** tool on  
multiple-choice and  
multiselect items to  
cross out options you  
think are incorrect.

### Part A

How does Passage 1 introduce the importance of the “Moon Trees”?

- ~~A by discussing the challenges faced by the scientists after returning~~
- B by listing the types of seeds that were chosen for this experiment
- C by presenting how rare experiments in space were at the time
- D by describing the process of getting the seeds into space

 Tutorial  
 Mark for Review  
 **Strikethrough**



# FAST ELA Reading




Students in grades 3–10 will take the FAST ELA Reading assessment on the computer.



PM1 and PM2 have 36 to 40 items on the test.



PM3 has 43 to 47 items on the test.



If you are not finished at the end of the session, you may continue working until the end of the school day.

# FAST ELA Reading

## Passage Panel

In addition to **Back** and **Next** and the **Item Summary Drop-Down**, clicking on the numbers in the **Passage Panel** also allows you to navigate back and forth between test items.

The green checkmark indicates an answered item, while the blank area under the number shows an unanswered item.

If the corner of the number is folded down, that's an item you have marked for review.

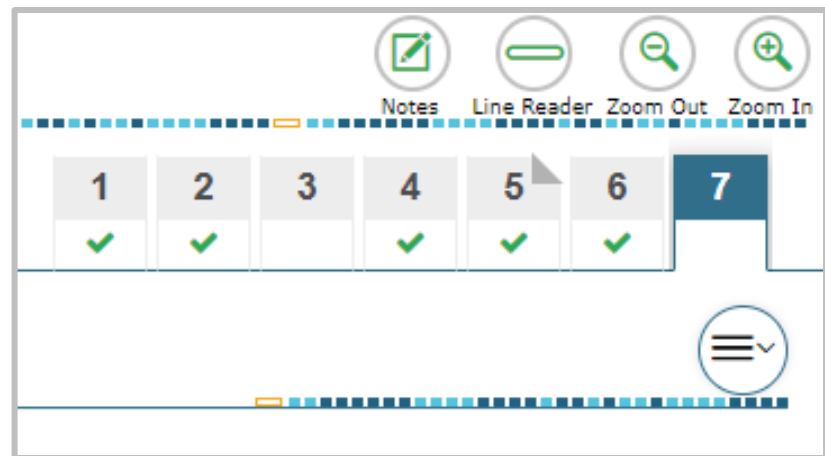




# FAST ELA Reading

## Moving Between Items

- Within each **passage set**, you can move between items without marking an answer.
- You can click any item number to navigate to that item and you can answer the items in any order.
- This functionality also allows you to preview the questions before reading the passages.
- However, all items must be answered before you move onto the next passage set.





# FAST ELA Reading – Item Types

Selectable  
Hot Text

Selectable Hot Text items direct you to click on a response option.

2

GUEST, GUEST

Select the word from Passage 1 that comes from a Latin root word meaning “settled” or “still.”

“In addition, the high price support led to an **increase** in imports of honey from abroad while domestic honey production stagnated.” (paragraph 3)

External copy interaction items direct you to select text from the passage to copy into the answer space.

External  
Copy  
Interaction

**Passage 2: Senate-floor speech against an amendment ending government subsidies for honey farmers**  
by Senator Kent Conrad


11 Mr. President, I had the opportunity to chair a hearing before the Senate Agriculture Committee on the question of the honey program.

12 For 3 or 4 hours we heard at great length testimony, not just from honey producers, but more importantly from those who benefit from the pollination services of the honey industry.

9

GUEST, GUEST

Click on the box to select a sentence from Passage 2 that shows Conrad’s use of a logical appeal to support his purpose of proving that the honey program helps all agriculture.

 ← Copy Interaction icon



# FAST ELA Reading – Item Types

## Multiselect

Multiselect items allow you to select more than one answer option.

## Evidence-Based Selected Response (EBSR)

EBSR items direct you to select the correct answers from Part A and Part B.

Part A and Part B may be multiple-choice, hot text, or multiselect.

**15** ☰

GUEST, GUEST | Last Saved: 1:51 PM

Select **two** statements that belong in a summary of the poem.

- The city tug passes a lighthouse that shines like the Statue of Liberty.
- The country tug describes the blue crabs that live in Chesapeake Bay.
- The city tug is a small tug that lives in the busy harbor of New York City.
- The city tug tells the country tug to turn west when it gets to the Jersey Shore.
- The country tug decides to leave for New York Harbor and sails off into the night.

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

### Part A

How are Mott's and Blackwell's perspectives similar?

- Ⓐ Both view women's rights as an ethical issue.
- Ⓑ Both think intellect can conceal destructive ideas.
- Ⓒ Both recognize positive signs in women's progress.
- Ⓓ Both emphasize the importance of self-confidence.

### Part B

Select **two** quotations that support the answer in Part A.

- "... a more elevated position than that which custom for ages has allotted to her." (paragraph 2)
- "I regretted the more that these sentiments should be presented with such intellectual vigor. . . ." (paragraph 2)
- "A new generation of women is now upon the stage, improving the increased opportunities. . . ." (paragraph 4)
- "... the idea was a good one, but that it was impossible to accomplish it." (paragraph 6)
- "... rather an encouragement than otherwise to a young and active person. . . ." (paragraph 7)
- "It was to my mind a moral crusade on which I had entered, a course of justice and common sense, . . ." (paragraph 11)



# FAST ELA Reading – Item Types

## Table Match

Table match items direct you to check a box to indicate if the information in the column headers matches the information in each row.

**7**

GUEST, GUEST | Last Saved: 1:51 PM

Complete the table to show how each author explains Crum's response to the diner who sent his food back.

	Passage 1	Passage 2	Both Passages
Crum had a sister who changed his dish.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crum accidentally made a new dish that was enjoyed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Crum made a dish he thought would be impolite to eat.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## Multiple-Choice

Multiple-choice items direct you to select a single answer option.

**4**

GUEST, GUEST | Last Saved: 1:51 PM

In Passage 2, what do the subheadings **Legend Has It** and **Fact or Fiction?** show?

Potato chips were a family invention.

Potato chips are from different countries.

Potato chips have mysterious beginnings.

Potato chips can be eaten in different ways.





# FAST Mathematics




Students in grades 3–8 will take the FAST Mathematics assessment on the computer.



PM1 and PM2 have 35 to 40 items on the test.



PM3 has 38 to 42 items on the test.



If you are not finished at the end of the session, you may continue working until the end of the school day.



# B.E.S.T. EOCs




Students enrolled in Algebra 1 or Geometry will take the B.E.S.T. EOC assessment on the computer.



The Algebra 1 EOC and the Geometry EOC have 45 to 50 items on the test.



Students will receive a CBT Work Folder to work the problems.



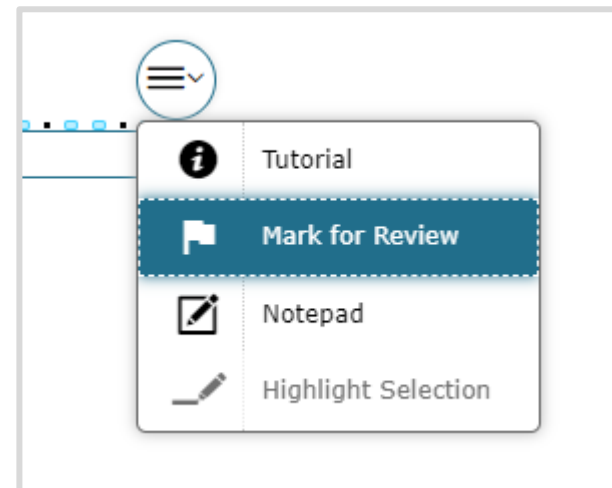
If you are not finished at the end of the session, you may continue working until the end of the school day.



# FAST Mathematics and B.E.S.T. EOC

## Moving Between Items

- For FAST Mathematics and B.E.S.T. EOCs, you must answer each item before moving onto the next item.
- Make sure you scroll down to answer all parts of the item.
- If you're unsure about the answer, try your best to answer it. You can flag it for review and revisit the item later.





# FAST Mathematics and B.E.S.T. EOC

## Moving Between Items

If an item or part of an item is unanswered, you'll receive an error message when trying to move on.

### Attention

You must answer all questions on this page before moving to the next page. (You may have to scroll down to see all questions.)  
Question(s) that still require an answer: 3. [MessageCode: 12309]

OK

Return to the item and look for highlighting around the missing response area.

### Part B

Select all the statements that correctly compare the temperatures for serving frozen yogurt, orange juice, and slushies.

- Frozen yogurt is served at a colder temperature than orange juice.
- Orange juice is served at a colder temperature than frozen yogurt.
- Frozen yogurt is served at a warmer temperature than slushies.
- Orange juice is served at a warmer temperature than slushies.
- Slushies are served at a warmer temperature than frozen yogurt.



# FAST Mathematics/B.E.S.T. EOC – Item Types

## Selectable Hot Text

Selectable Hot Text items direct you to click on one or more response options.

14

GUEST, GUEST Last Saved: 10:41 AM

An expression is given, where  $x \neq 0$ .

$$\frac{2x^7 + 8x^4 - 14x}{2x}$$

Richard divides incorrectly to get the given quotient.

Click on the incorrect parts of Richard's quotient.

$$2x^6 + 4x^3 - 7x^1$$

## Editing Task Choice

To enter responses for editing task choice items, click the blank then select the correct response from the drop-down menu.

2

GUEST, GUEST Last Saved: 3:26 PM

A band sells  $x$  premium tickets and  $y$  regular tickets for a concert.

- A premium ticket costs \$20.
- A regular ticket costs \$5 less than a premium ticket.
- The band raises \$2145 from selling tickets.

Select coefficients to complete the equation representing the relationship between  $x$  and  $y$ .

5 x +  y = 2145

5

✓ 5

15

20

25



# FAST Mathematics/B.E.S.T. EOC – Item Types

## Matching

Matching items direct you to check a box to indicate if the information in the column headers matches the information in each row.

Select the values of  $x$  that make each equation or inequality true.

	$x =$ <b>1</b>	$x =$ <b>2</b>	$x =$ <b>3</b>
$2x + 5 =$ <b>9</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$2x + 5 <$ <b>9</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
$2x + 5 \leq$ <b>9</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Multiple-Choice

Multiple-choice items direct you to select a single answer option.

Hanson adds cups of flour to a bowl to make dough.

- He needs  $8\frac{3}{5}$  cups of flour.
- He has already added  $6\frac{2}{5}$  cups.

How many more cups of flour does Hanson need to add?

(A)  $1\frac{1}{5}$

(B)  $2\frac{1}{5}$

(C)  $2\frac{5}{10}$

(D)  $14\frac{5}{10}$



# FAST Mathematics/B.E.S.T. EOC – Item Types

## Multiselect

Multiselect items allow you to select more than one answer option.

Hannah has 3 baseballs. Each baseball weighs  $\frac{5}{16}$  pound.

Select all the expressions that represent the total weight, in pounds, of all 3 baseballs.

$\frac{5}{16} + 3$

$\frac{5}{16} \times 3$

$\frac{5}{16} \times \frac{3}{1}$

$\frac{5}{16} \times \frac{3}{3}$

$\frac{5}{16} + \frac{5}{16} + \frac{5}{16}$

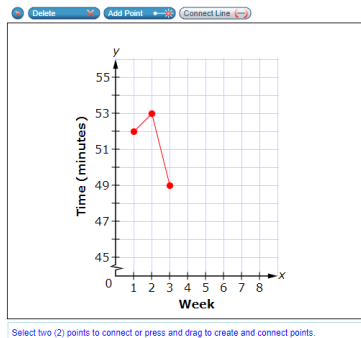
4

GUEST, GUEST

Louis tracks changes in his running time, in minutes, over a number of weeks. He records how long it takes him to run 5 kilometers once a week for 8 weeks. The table shows his data.

Week	Time (minutes)
1	52
2	53
3	49
4	50
5	50
6	47
7	48
8	47

Use the Connect Line tool to create a line graph of Louis's data.



GRID items may direct you to use the point, line, or arrow buttons to create a response. Other GRID items may direct you to select words, phrases, or images and use the drag-and-drop feature to place them into an answer area.

## Graphic Response Item Display (GRID)

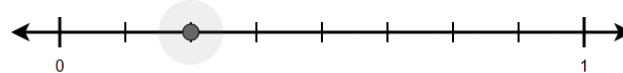


# FAST Mathematics/B.E.S.T. EOC – Item Types

## Number Line

Number Line items direct you to plot a point on a number line or graph an inequality with arrows.

Click on the number line below to plot a point that represents a fraction equivalent to  $\frac{1}{4}$ .



## Graphing Item

In Graphing items, you will create a graph by clicking on parts of the display.

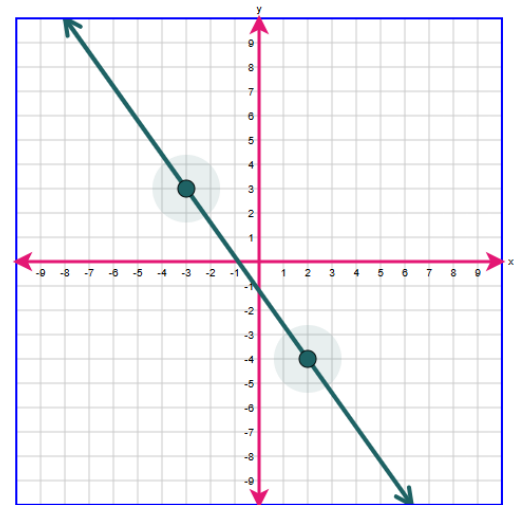
15

GUEST, GUEST

The values shown in the table represent a linear relationship.

$x$	$y$
-2	8
0	4
2	0
4	-4

Create a graph of the relationship shown in the table.







# FAST Mathematics/B.E.S.T. EOC – Item Types

## Equation Editor

Equation editor items direct you to create a response. Responses may be in the form of a number, variable, expression, or equation, as appropriate to the item.

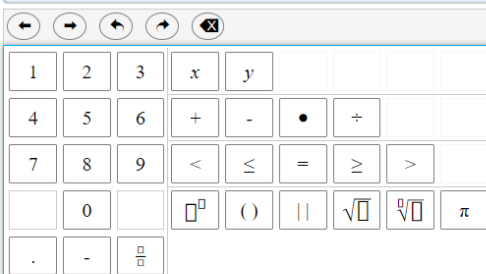
You will click the button for each letter or symbol to enter your response.

A table of values of a linear relationship is shown.

<b>x</b>	0	1	2
<b>y</b>	15	12	9

Create an equation to represent the relationship.

$y = -3x + 15$



This question has **two** parts.

### Part A

Which statement describes Kayla's solutions?

- Ⓐ Her solutions are correct.
- Ⓑ She marked the  $y$ -intercepts instead of the  $x$ -intercepts.
- Ⓒ She marked the  $y$ -intercepts instead of the intersection point of the lines.
- Ⓓ She marked only the  $y$ -intercepts.

### Part B

What is a solution to the system?

(  ,  )

When you see the keyboard symbol, click it to bring up the equation editor keypad.



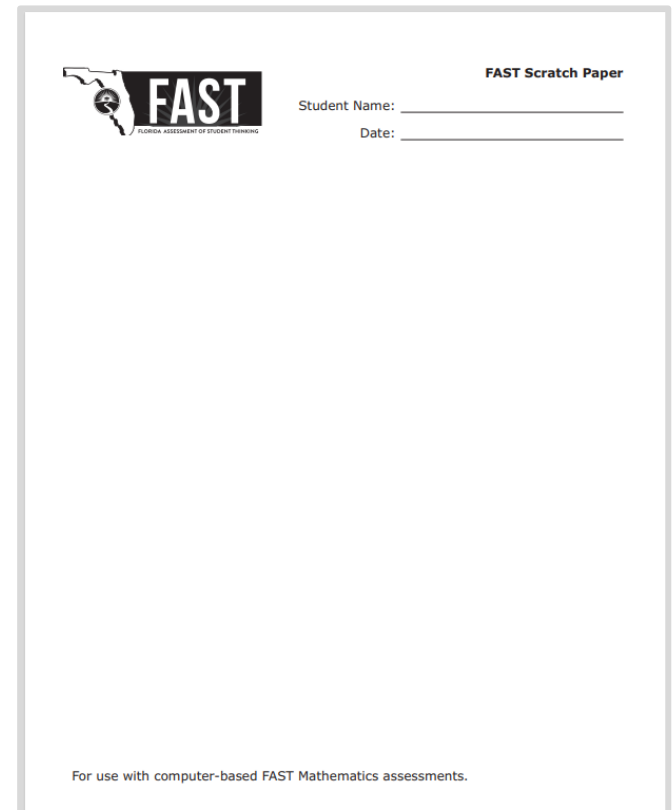
# FAST Mathematics Scratch Paper


Before you begin, your test administrator will give you a piece of **scratch paper**.

When you complete a test session, the test administrator will collect your scratch paper.

The scratch paper is two pages of paper that you may use to work the mathematics problems on your test. The last page is graph paper.

While testing, make sure that your scratch paper is not easily visible to other students.



 **FAST**  
FLORIDA ASSESSMENT OF STUDENT THINKING

**FAST Scratch Paper**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

For use with computer-based FAST Mathematics assessments.



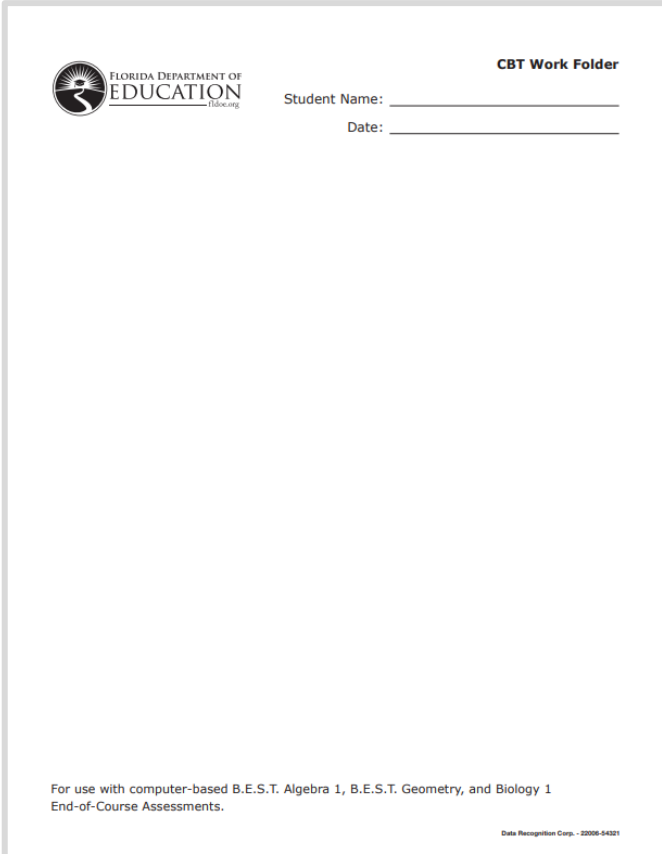
# EOC CBT Work Folder


Before you begin, your test administrator will give you a **Computer-Based Testing Work Folder**.

When you complete a test session, the test administrator will collect your work folder.

The work folder is four pages of paper that you may use to work the mathematics problems on your test. The last page is graph paper.

While testing, make sure that your work folder is not easily visible to other students.



 FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

**CBT Work Folder**

Student Name: \_\_\_\_\_

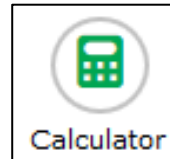
Date: \_\_\_\_\_

For use with computer-based B.E.S.T. Algebra 1, B.E.S.T. Geometry, and Biology 1 End-of-Course Assessments.

Date Recognition Corp. • 2008-54321



# Calculator



The Grade 6 Mathematics test includes a **four-function calculator** the online testing system.

The Grades 7–8 FAST Mathematics & B.E.S.T. EOC tests include a **scientific calculator** in the online testing system.



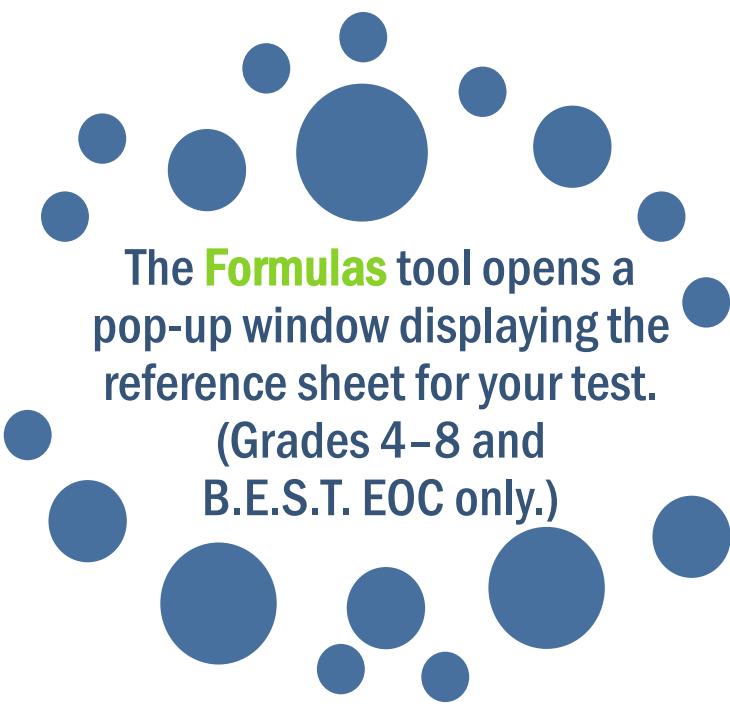
You can use the **Calculator** by tapping or clicking on the on-screen calculator or by using the appropriate keys on your keyboard.




You can practice using the online calculator in the sample items, available on the portal.



# Formulas



The **Formulas** tool opens a pop-up window displaying the reference sheet for your test.  
(Grades 4–8 and B.E.S.T. EOC only.)



Be sure to scroll to the bottom of the reference sheet and use the horizontal scroll bar to see all of the information available.





# Calculator and Formulas



**Formulas**

**Grade 8 FAST Mathematics Reference Sheet**

Conversions within a System of Measure

Customary Conversions

1 foot = 12 inches  
 1 yard = 3 feet  
 1 mile = 5,280 feet  
 1 mile = 1,760 yards

1 cup = 8 fluid ounces  
 1 pint = 2 cups

**Calculator**

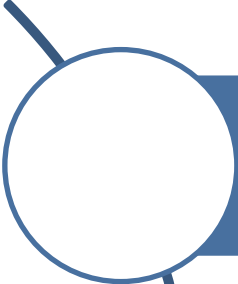
Calculator interface showing a grid of mathematical functions and operators.

(	)	$x^2$	$\sqrt{\quad}$	$x^3$	$x^y$	$\sqrt[y]{\quad}$
7	8	9	$\div$	$\pi$	$e^x$	!
4	5	6	$\times$	log	ln	x
1	2	3	-	sin	cos	tan
0	.	$\frac{x}{y}$	+	$\sin^{-1}$	$\cos^{-1}$	$\tan^{-1}$

You can move the **Formulas** window and the **Calculator** around the screen by clicking or tapping the top of the window and dragging it to another part of the screen.



# B.E.S.T. Writing



Students in grades 4–10 will take the B.E.S.T. Writing assessment on the computer.



There is **one 120-minute session** for B.E.S.T. Writing.



If you haven't finished at the end of the session, you may continue working up to **half a school day**.





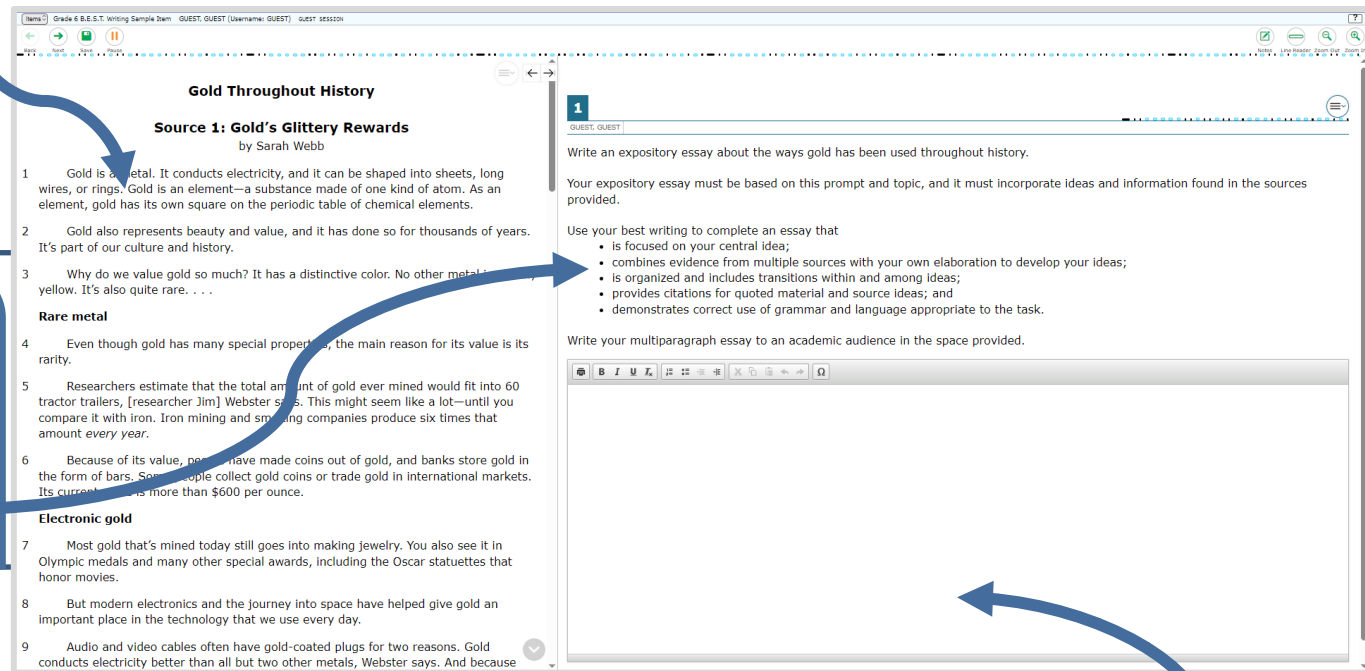


# Writing Testing Screen

Your computer-based test contains **reading passages,**

a **writing prompt,**

and a **text box** where you will type your response.



**Gold Throughout History**

**Source 1: Gold's Glittery Rewards**  
by Sarah Webb

- 1 Gold is a metal. It conducts electricity, and it can be shaped into sheets, long wires, or rings. Gold is an element—a substance made of one kind of atom. As an element, gold has its own square on the periodic table of chemical elements.
- 2 Gold also represents beauty and value, and it has done so for thousands of years. It's part of our culture and history.
- 3 Why do we value gold so much? It has a distinctive color. No other metal is yellow. It's also quite rare. . . .

**Rare metal**

- 4 Even though gold has many special properties, the main reason for its value is its rarity.
- 5 Researchers estimate that the total amount of gold ever mined would fit into 60 tractor trailers, [researcher Jim] Webster says. This might seem like a lot—until you compare it with iron. Iron mining and smelting companies produce six times that amount every year.
- 6 Because of its value, people have made coins out of gold, and banks store gold in the form of bars. Some people collect gold coins or trade gold in international markets. Its current price is more than \$600 per ounce.

**Electronic gold**

- 7 Most gold that's mined today still goes into making jewelry. You also see it in Olympic medals and many other special awards, including the Oscar statuettes that honor movies.
- 8 But modern electronics and the journey into space have helped give gold an important place in the technology that we use every day.
- 9 Audio and video cables often have gold-coated plugs for two reasons. Gold conducts electricity better than all but two other metals, Webster says. And because

**1**  
GUEST, GUEST

Write an expository essay about the ways gold has been used throughout history. Your expository essay must be based on this prompt and topic, and it must incorporate ideas and information found in the sources provided.

Use your best writing to complete an essay that

- is focused on your central idea;
- combines evidence from multiple sources with your own elaboration to develop your ideas;
- is organized and includes transitions within and among ideas;
- provides citations for quoted material and source ideas; and
- demonstrates correct use of grammar and language appropriate to the task.

Write your multiparagraph essay to an academic audience in the space provided.



# Writing Formatting Toolbar

Above the response area is a **Formatting Toolbar**. This toolbar allows you to:

To see what each button does, hover your mouse over the button for a description.

apply different styles to your response, such as bold, underline, or bullets

use functions such as cut, copy, and paste

enter special characters



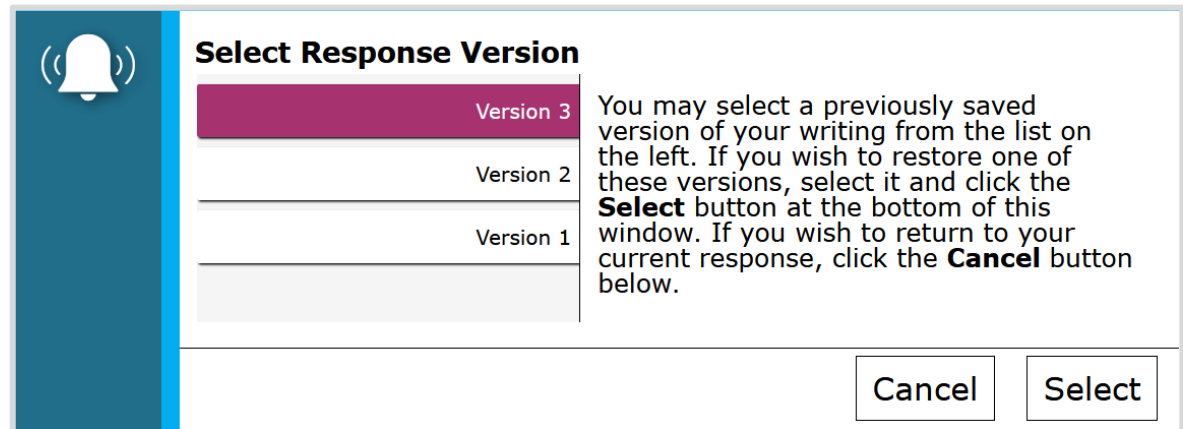


# Writing Computer-Based Tool

## Select Response Version

The **Select Response Version** tool allows you to view and restore responses you previously entered.

For example, if you type a response, click Save, delete the text, and enter new text, you can use this tool to recover the original response.



The screenshot shows a modal window titled "Select Response Version" with a notification bell icon. On the left, there is a list of three response versions: "Version 3" (highlighted in purple), "Version 2", and "Version 1". On the right, there is explanatory text and two buttons at the bottom: "Cancel" and "Select".

**Select Response Version**

Version 3
Version 2
Version 1

You may select a previously saved version of your writing from the list on the left. If you wish to restore one of these versions, select it and click the **Select** button at the bottom of this window. If you wish to return to your current response, click the **Cancel** button below.

Cancel Select



# Taking the Writing Test

Your writing should show that you can organize and express your thoughts clearly.

Read each passage carefully and respond completely to the writing prompt.

You are required to write your response in English.



# Taking the Writing Test

read the  
passages

Manage your  
time carefully  
so that you  
have time to...

write your  
response on  
your  
computer or  
device

plan your  
response

and proofread,  
revise, and edit  
your response



# Grade 5 Science & Grade 8 Science

Students will take the Grade 5 and Grade 8 Science assessments on the computer.

There is **one session** for the Science assessments.

The session will last **160 minutes**, and you will answer 48–54 multiple-choice questions.

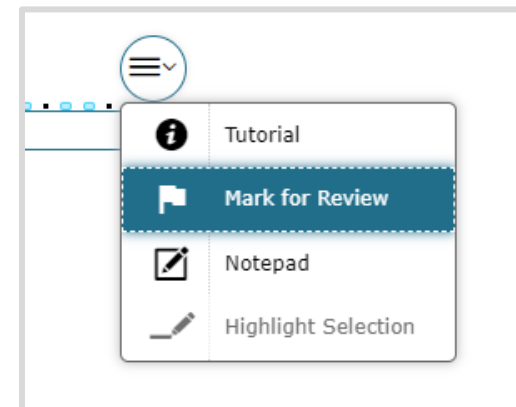
If you are not finished at the end of the session, you may continue working until the end of the school day.



# Science

## Moving Between Items

- For Grades 5 & 8 Science, you must answer each item before moving onto the next item (except for items within context dependent sets).
- Make sure you scroll down to answer all parts of the item.
- If you're unsure about the answer, try your best to answer it. You can flag it for review and return to revisit the item later.



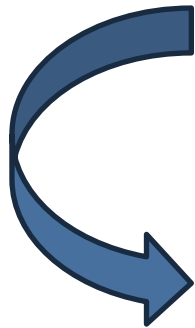


# Science: Context Dependent (CD) Sets

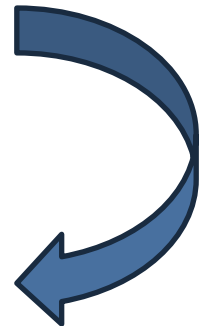
On the Science assessment, you will see a set of items grouped together.

The content will be on the left side of the screen,

and the questions will be on the right.



The screenshot displays a digital assessment interface. On the left side, under the heading "Cell Membrane", there is a text passage: "A cell membrane is composed of a double layer of lipids in which many kinds of proteins are embedded. Many of these proteins act like gates, allowing only certain particles to enter or leave the cell." Below the text is a diagram of a cell membrane showing a phospholipid bilayer with various proteins and particles. Labels include "Lipid Layers", "Carrier Protein", "Cell Membrane", "Protein", "Particles", and "Energy (from ATP)". On the right side, a question is displayed: "The sodium-potassium ion pump found in some cell membranes is made of which of the following basic structural components?" with four multiple-choice options: "a amino acids", "b fatty acids", "c monosaccharides", and "d nucleotides". The interface includes navigation buttons (Back, Next, Save, Pause) and utility tools (Periodic Table, Calculator, Line Reader, Zoom Out, Zoom In) at the top.



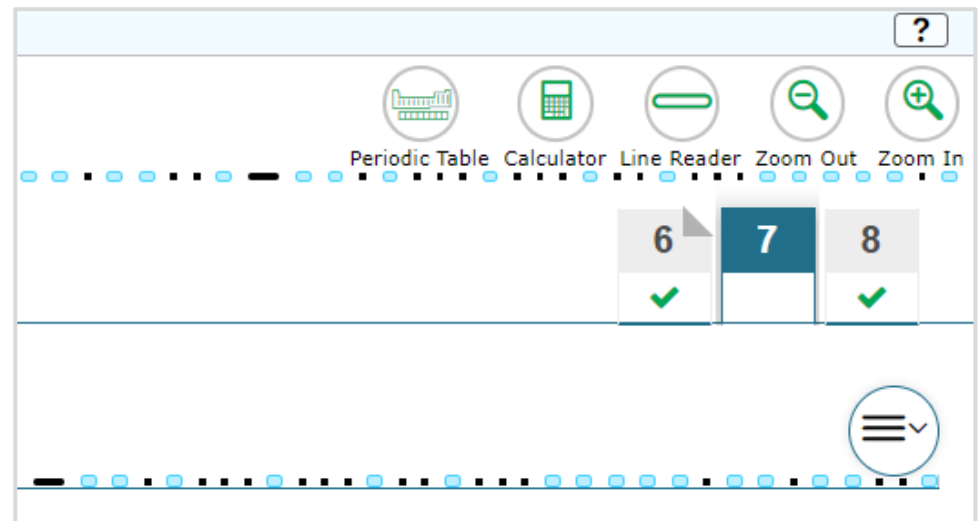




# Science: Context Dependent (CD) Sets

## Moving Between Items on CD Sets

- Within each **CD set**, you can move between items without marking an answer.
- You can click any item number to navigate to that item, and you can answer the items in any order.
- However, all items must be answered before you move onto the next item in the test.





# Grade 8 Science: CBT Worksheet

Before you begin, your test administrator will give you a **CBT Worksheet** that you may use to take notes.

While testing, make sure that your worksheet is not easily visible to other students.

When you complete the assessment, the test administrator will collect your worksheet.



**CBT Worksheet**

Student Name: \_\_\_\_\_

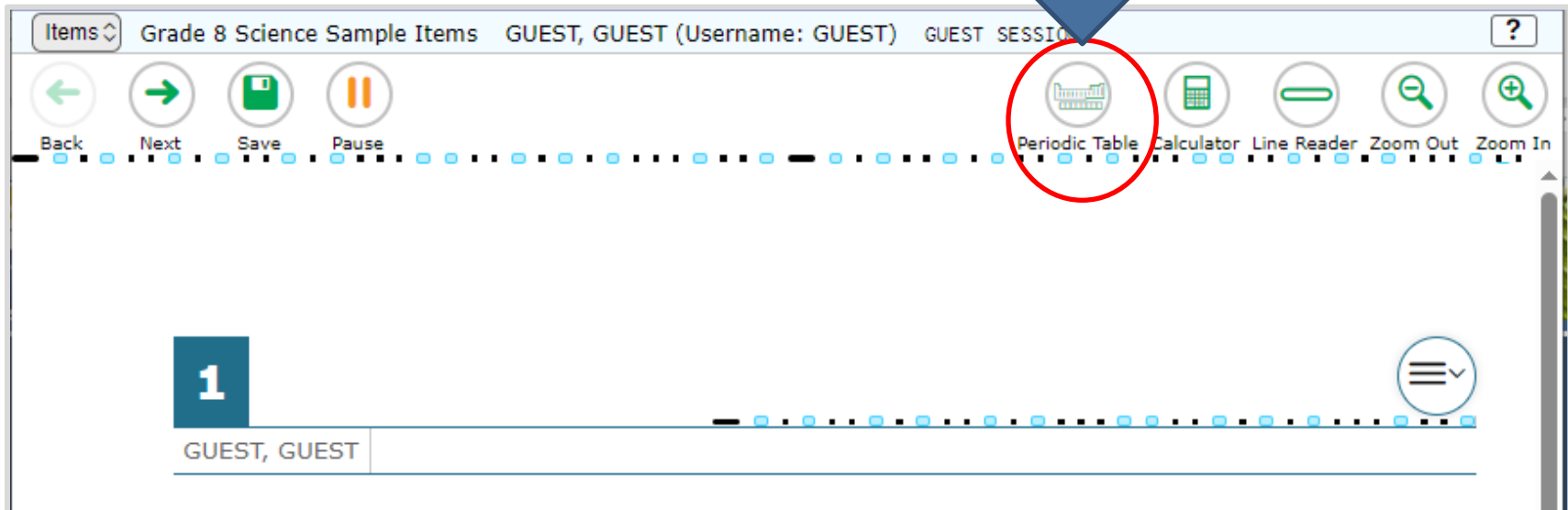
Date: \_\_\_\_\_

For use with computer-based Grade 8 Science Assessments, Civics End-of-Course Assessments, and U.S. History End-of-Course Assessments.

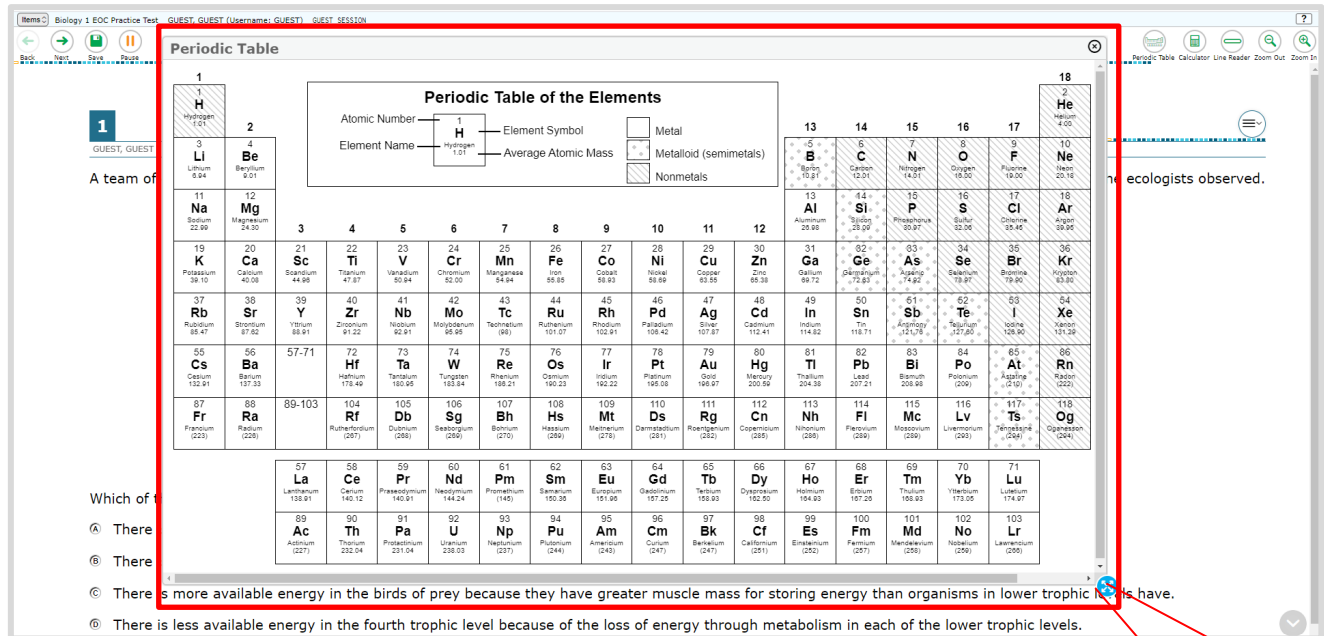


# Grade 8 Science: Periodic Table of the Elements

In the Grade 8 Science test, a button is available along the top row of computer-based tools to access the **Periodic Table of the Elements**.



# Grade 8 Science: Periodic Table of the Elements



**Periodic Table of the Elements**

Atomic Number: 1 (H)

Element Symbol: H

Element Name: Hydrogen (1.01)

Average Atomic Mass: 1.01

Metal: [ ]

Metalloid (semimetals): [ / ]

Nonmetals: [ ▨ ]

Which of the following is true?

- Ⓐ There is more available energy in the birds of prey because they have greater muscle mass for storing energy than organisms in lower trophic levels have.
- Ⓑ There is less available energy in the fourth trophic level because of the loss of energy through metabolism in each of the lower trophic levels.
- Ⓒ There is more available energy in the birds of prey because they have greater muscle mass for storing energy than organisms in lower trophic levels have.
- Ⓓ There is less available energy in the fourth trophic level because of the loss of energy through metabolism in each of the lower trophic levels.

When you click this button, a new window will open displaying the Periodic Table of the Elements.

To move the **Periodic Table of the Elements** around the screen, click or tap the top of the window and drag it to another part of the screen.

You can expand and reshape the window by clicking and dragging this blue circle.



# Grade 8 Science: Calculator

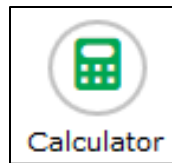
The **Grade 8 Science** test includes a four-function calculator in the online testing system.



You can use the **Calculator** by tapping or clicking on the on-screen calculator or by using the appropriate keys on your keyboard.

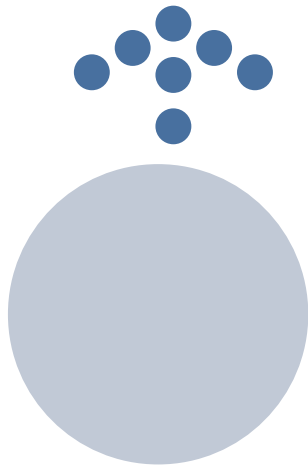


You can practice using the online calculator in the sample items, available on the portal.

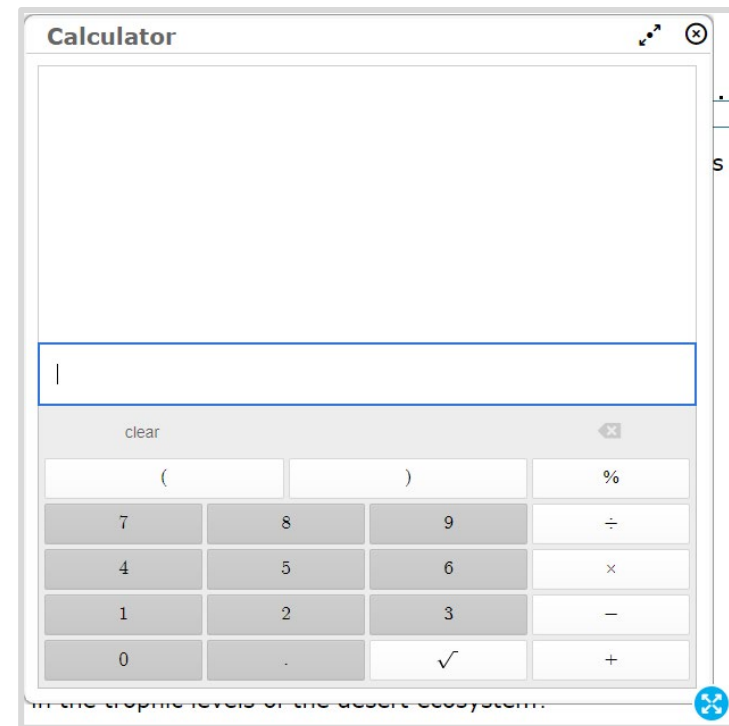




# Grade 8 Science: Calculator



You can move the **Calculator** around the screen by clicking or tapping the top of the window and dragging it to another part of the screen.





# Biology 1, Civics, U.S. History EOCs

Students will take the Biology 1, Civics, and U.S. History EOC assessments on the computer.

There is **one session** for the Science/Social Studies EOC assessments.

The session will last **160 minutes**, and you will answer around 48–56 multiple-choice questions.

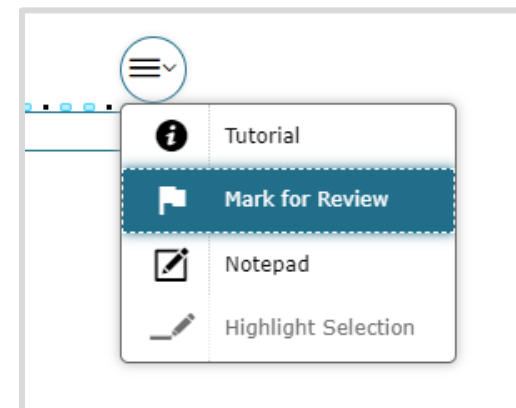
If you are not finished at the end of the session, you may continue working until the end of the school day.



# Science and Social Studies

## Moving Between Items

- For Biology 1 EOC, Civics EOC, and U.S. History EOC, you must answer each item before moving onto the next item (except for Science context dependent sets).
- Make sure you scroll down to answer all parts of the item.
- If you're unsure about the answer, try your best to answer it. You can flag it for review and return to revisit the item later.





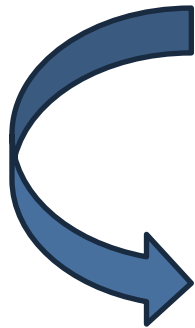


# Science: Context Dependent (CD) Sets

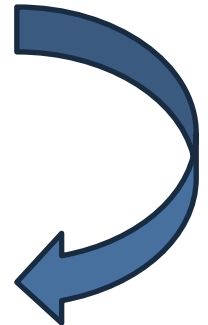
On the Biology 1 EOC, you may see a set of items grouped together.

The content will be on the left side of the screen,

and the questions will be on the right.



The screenshot displays a digital test interface. On the left, a passage titled "Cell Membrane" describes its structure as a double layer of lipids with embedded proteins that act as gates. Below the text is a diagram of a cell membrane showing lipid layers, carrier proteins, and various particles. On the right, a question asks for the basic structural components of a sodium-potassium ion pump, with four multiple-choice options: amino acids, fatty acids, monosaccharides, and nucleotides. The interface includes navigation buttons (Back, Next, Save, Pause) and a toolbar with utility icons (Periodic Table, Calculator, Line Reader, Zoom Out, Zoom In) at the top.

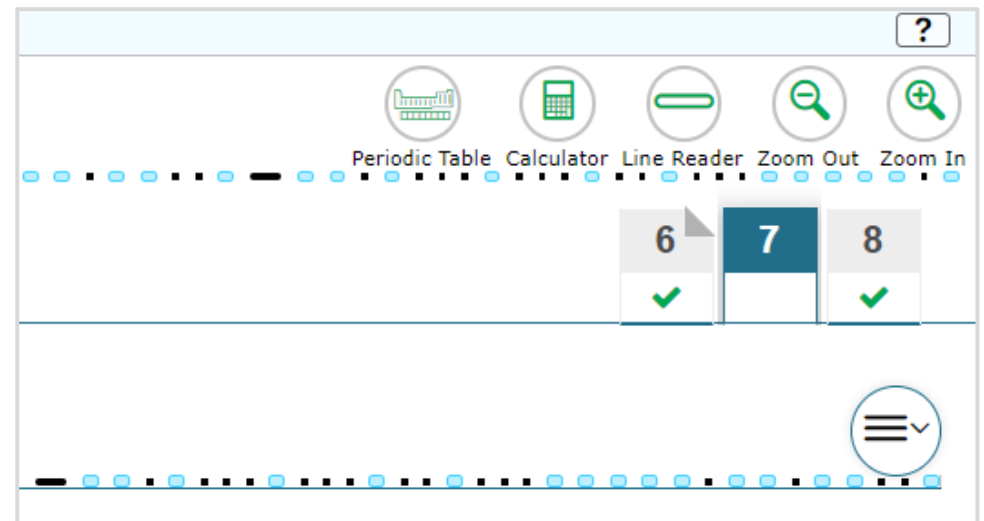




# Science: Context Dependent (CD) Sets

## Moving Between Items on CD Sets

- Within each **CD set**, you can move between items without marking an answer.
- You can click any item number to navigate to that item, and you can answer the items in any order.
- However, all items must be answered before you move onto the next item in the test.





# Biology 1: CBT Work Folder

Before you begin, your test administrator will give you a **Computer-Based Testing Work Folder.**

When you complete a test session, the test administrator will collect your work folder.

The work folder is four pages that you may use to take notes or solve items on your test. The last page is graph paper.

While testing, make sure that your work folder is not easily visible to other students.

**Florida**  
Statewide Assessments

CBT Work Folder

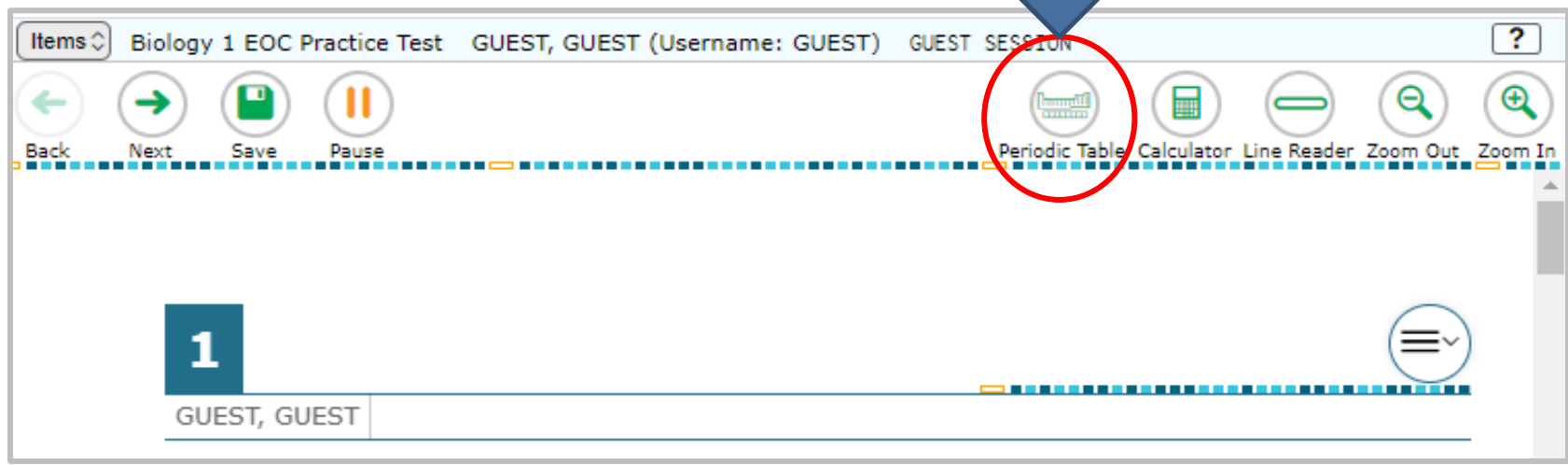
Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

For use with computer-based FSA Mathematics tests and FSA Algebra 1, FSA Algebra 1 Retake, FSA Geometry, and NGSSS Biology 1 End-of-Course Assessments.

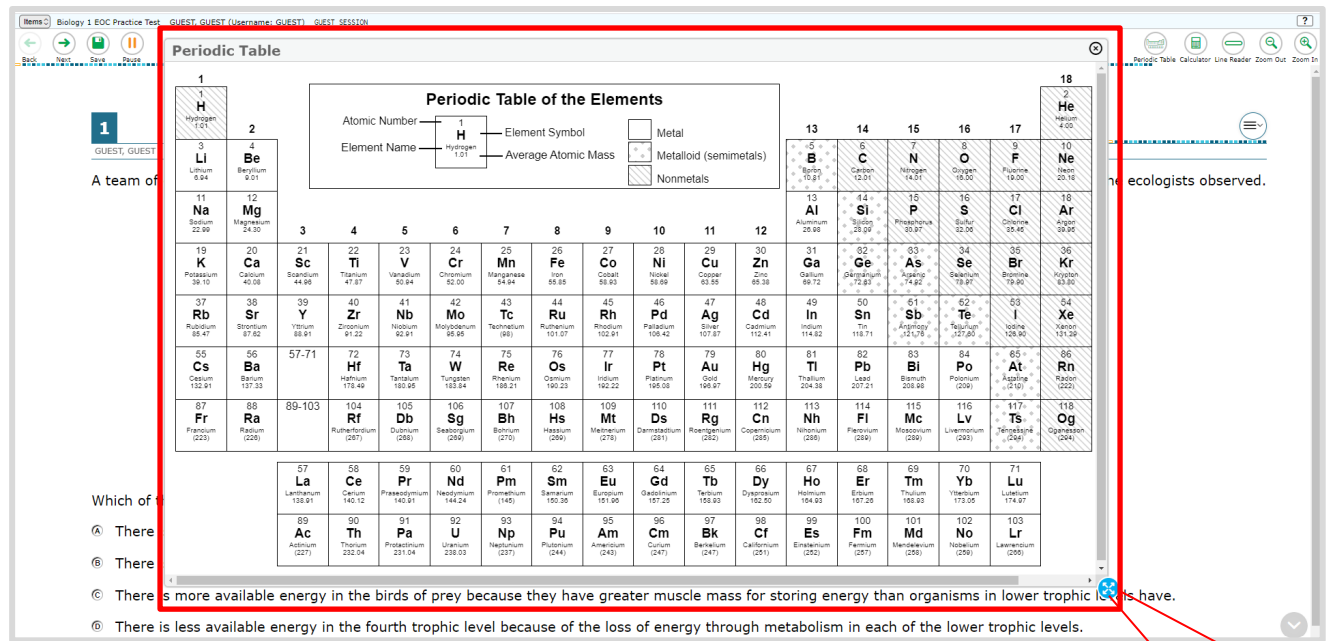
# Biology 1: Periodic Table of the Elements

In the Biology 1 EOC Assessment, a button is available along the top row of computer-based tools to access the **Periodic Table of the Elements**.



# Biology 1: Periodic Table of the Elements

When you click this button, a new window will open displaying the Periodic Table of the Elements.



Periodic Table of the Elements

Atomic Number: 1 (Hydrogen) | Element Symbol: H | Element Name: Hydrogen | Average Atomic Mass: 1.01

Legend: Metal (white), Metalloid (semimetals) (diagonal lines), Nonmetals (hatched)


1	2											13	14	15	16	17	18				
H Hydrogen 1.01	He Helium 4.00											B Boron 10.81	C Carbon 12.01	N Nitrogen 14.01	O Oxygen 16.00	F Fluorine 19.00	Ne Neon 20.18				
3	4											13	14	15	16	17	18				
Li Lithium 6.94	Be Beryllium 9.01											Al Aluminum 26.98	Si Silicon 28.09	P Phosphorus 30.97	S Sulfur 32.06	Cl Chlorine 35.45	Ar Argon 39.95				
11	12											13	14	15	16	17	18				
Na Sodium 22.99	Mg Magnesium 24.30											Al Aluminum 26.98	Si Silicon 28.09	P Phosphorus 30.97	S Sulfur 32.06	Cl Chlorine 35.45	Ar Argon 39.95				
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36				
K Potassium 39.10	Ca Calcium 40.08	Sc Scandium 44.96	Ti Titanium 47.87	V Vanadium 50.94	Cr Chromium 52.00	Mn Manganese 54.94	Fe Iron 55.85	Co Cobalt 58.93	Ni Nickel 58.69	Cu Copper 63.55	Zn Zinc 65.38	Ga Gallium 69.72	Ge Germanium 72.64	As Arsenic 74.92	Se Selenium 78.96	Br Bromine 79.90	Kr Krypton 83.80				
37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54				
Rb Rubidium 85.47	Sr Strontium 87.62	Y Yttrium 88.91	Zr Zirconium 91.22	Nb Niobium 92.91	Mo Molybdenum 95.94	Tc Technetium (98)	Ru Ruthenium 101.07	Rh Rhodium 102.91	Pd Palladium 106.42	Ag Silver 107.87	Cd Cadmium 112.41	In Indium 114.82	Sn Tin 118.71	Sb Antimony 121.76	Te Tellurium 127.60	I Iodine 126.91	Xe Xenon 131.29				
55	56	57-71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86				
Cs Cesium 132.91	Ba Barium 137.33						Hf Hafnium 178.49	Ta Tantalum 180.95	W Tungsten 183.84	Re Rhenium 186.21	Os Osmium 190.23	Ir Iridium 192.22	Pt Platinum 195.08	Au Gold 196.97	Hg Mercury 200.59	Tl Thallium 204.38	Pb Lead 207.21	Bi Bismuth 208.98	Po Polonium (209)	At Astatine (210)	Rn Radon (222)
87	88	89-103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118				
Fr Francium (223)	Ra Radium (226)						Rf Rutherfordium (261)	Db Dubnium (262)	Sg Seaborgium (266)	Bh Bohrium (270)	Hs Hassium (277)	Mt Meitnerium (276)	Ds Darmstadtium (285)	Rg Roentgenium (288)	Cn Copernicium (289)	Nh Nihonium (290)	Fl Flerovium (294)	Mc Moscovium (295)	Lv Livermorium (293)	Ts Tennessine (294)	Og Oganesson (294)
57	58	59	60	61	62	63	64	65	66	67	68	69	70	71							
La Lanthanum 138.91	Ce Cerium 140.12	Pr Praseodymium 140.91	Nd Neodymium 144.24	Pm Promethium (145)	Sm Samarium 150.36	Eu Europium 151.96	Gd Gadolinium 157.25	Tb Terbium 158.93	Dy Dysprosium 162.50	Ho Holmium 164.93	Er Erbium 167.26	Tm Thulium 168.93	Yb Ytterbium 173.05	Lu Lutetium 174.97							
89	90	91	92	93	94	95	96	97	98	99	100	101	102	103							
Ac Actinium (227)	Th Thorium 232.04	Pa Protactinium 231.04	U Uranium 238.03	Np Neptunium (237)	Pu Plutonium (244)	Am Americium (243)	Cm Curium (247)	Bk Berkelium (247)	Cf Californium (251)	Es Einsteinium (252)	Fm Fermium (257)	Md Mendelevium (258)	No Nobelium (259)	Lr Lawrencium (260)							

Which of the following statements is true?

- There is more available energy in the birds of prey because they have greater muscle mass for storing energy than organisms in lower trophic levels.
- There is more available energy in the birds of prey because they have greater muscle mass for storing energy than organisms in lower trophic levels.
- There is more available energy in the birds of prey because they have greater muscle mass for storing energy than organisms in lower trophic levels.
- There is less available energy in the fourth trophic level because of the loss of energy through metabolism in each of the lower trophic levels.

To move the **Periodic Table of the Elements** around the screen, click or tap the top of the window and drag it to another part of the screen.

You can expand and reshape the window by clicking and dragging this blue circle.





# Biology 1: Calculator

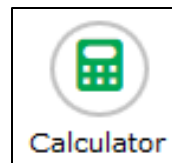
The **Biology 1 EOC** test includes a four-function calculator in the online testing system.



You can use the **Calculator** by tapping or clicking on the on-screen calculator or by using the appropriate keys on your keyboard.

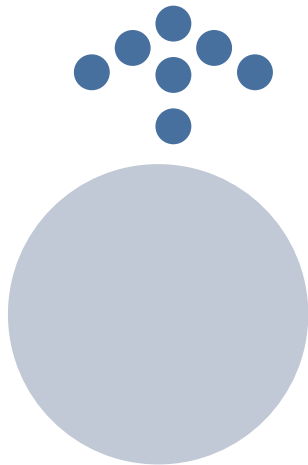


You can practice using the online calculator in the sample items, available on the portal.

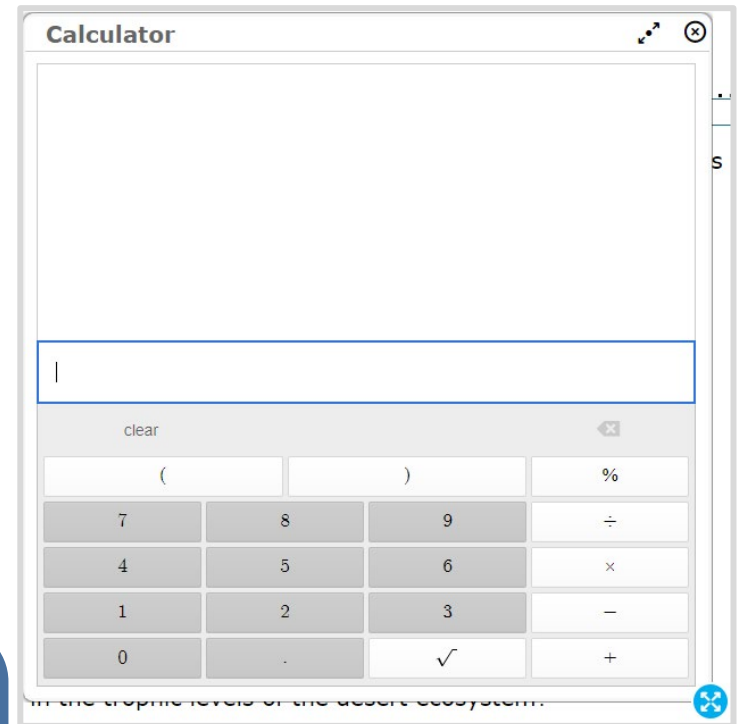




# Biology 1: Calculator



You can move the **Calculator** around the screen by clicking or tapping the top of the window and dragging it to another part of the screen.





# Civics and U.S. History: CBT Worksheet

Before you begin, your test administrator will give you a **CBT Worksheet** that you may use to take notes.

While testing, make sure that your worksheet is not easily visible to other students.

When you complete the assessment, the test administrator will collect your worksheet.



**CBT Worksheet**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

For use with computer-based Grade 8 Science Assessments, Civics End-of-Course Assessments, and U.S. History End-of-Course Assessments.





# Florida Civic Literacy Exam (FCLE)

Students will take the FCLE on the computer.

There is **one session** for the FCLE.

The session will last **160 minutes**, and you will answer around 80 multiple-choice questions.

If you haven't finished at the end of the session, you may continue working up to **half a school day**.



# Taking the Test

about how  
you will  
submit your  
test

**Let's  
talk**

and where to  
practice using  
the tools.



# Submitting the Test

Review your responses carefully and ensure you are ready to submit.

After you have checked your work, select **Next**.

The **End Test Page** will display.



# End Test Page

Items Grade 4 FAST PM1 ELA Reading Test, Demo (Username: 61B48) UAT-C4F1-41 ?

Back Next Pause

## You have reached the end of the test.

Click on an item number to review it.

After reviewing all items, click **End Test** to submit your test.

🚩 = You have marked items for review. Review these items before submitting your test.

### Grade 4 FAST PM1 ELA Reading

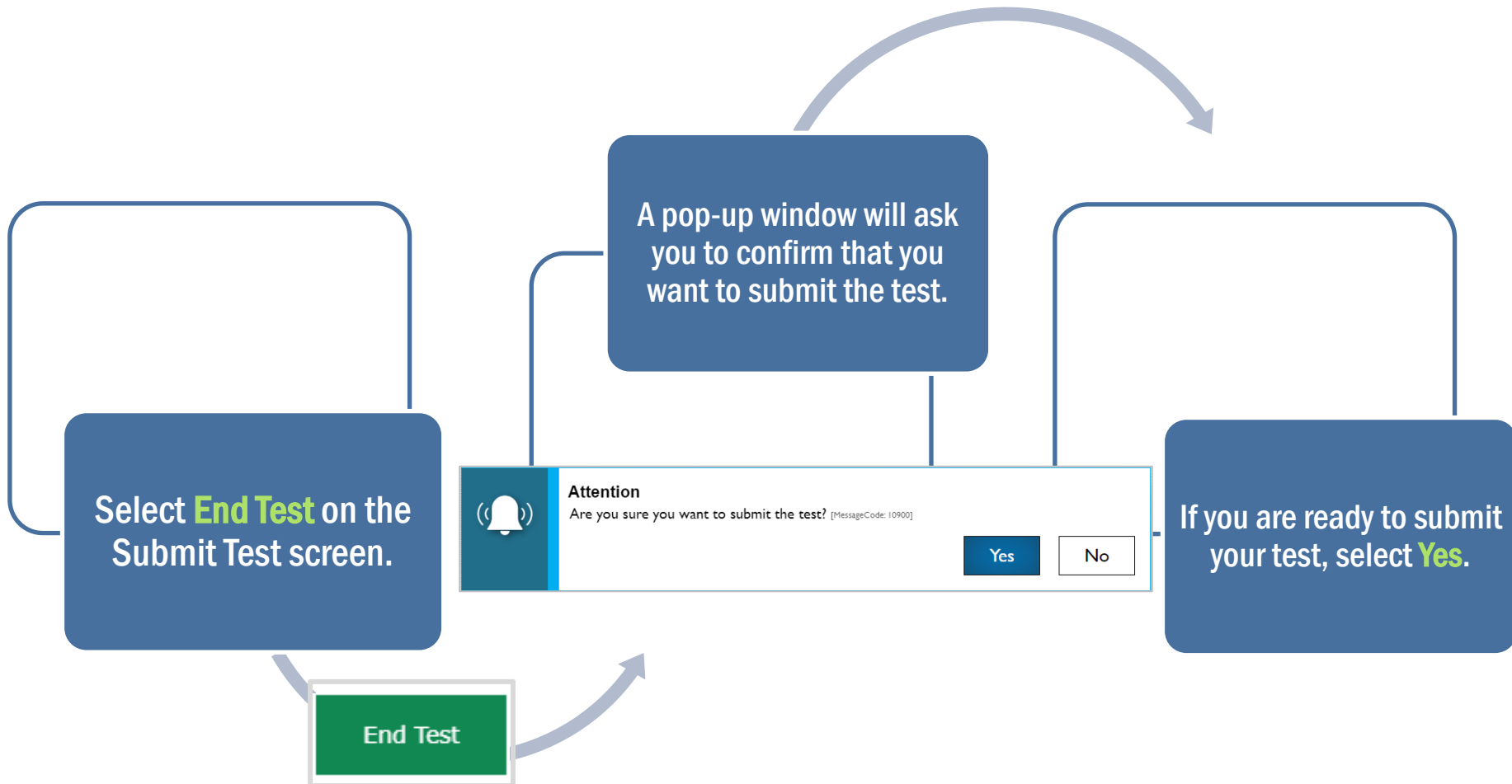
1	2	3	4	5	6	7	8	
9	10	11	12	13	14	15	16	17
18	19	20	21	22	23	24	25	26
27	28	29	30	31	32	33	34	35
36	37	38	39	40				

**End Test** Click **End Test** when you have finished reviewing to submit your test.  
**You will not be able to return once you click End Test.**

Items **marked for review** will have a flag next to that item number. Click the item number if you wish to return to and review that item.



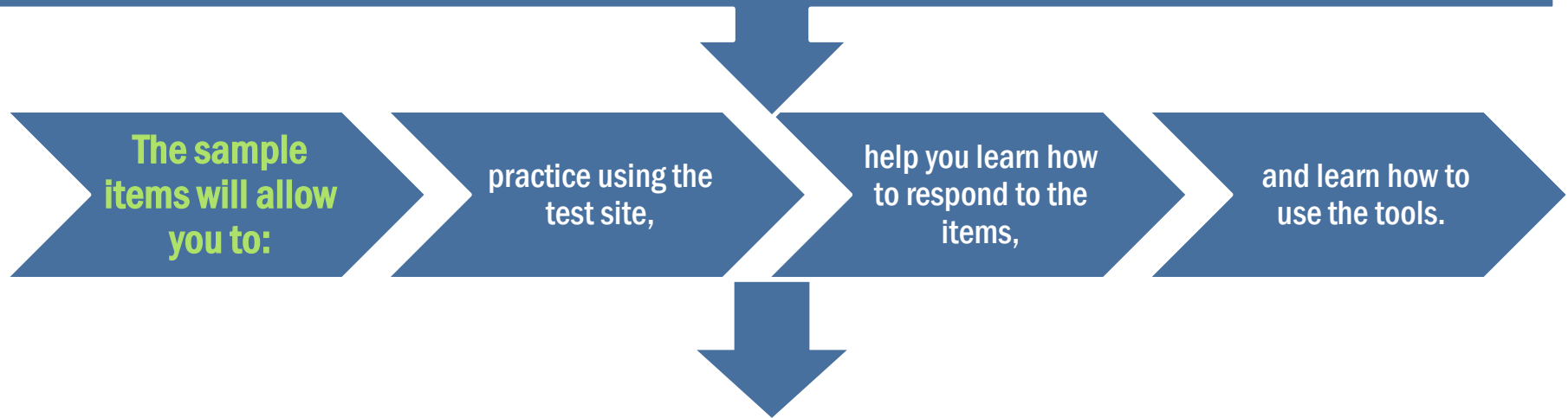
# Submitting the Test





# Sample Items

Before taking the “live” test, you can practice with the sample items.



You can view the sample items any time at:

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