

Assessment Instrument Description: Formative Assessment System for Teachers (FAST™)

Element	Description	Assessment Instrument Information									
Instrument Name	Name of specific instrument (more than vendor name).	Formative Assessment System for Teachers (FAST)									
Vendor	Name of the company or organization that produces the instrument.	FastBridge Learning 520 Nicollet Ave., Suite 910 Minneapolis, MN 55402 www.fastbridge.org									
Purpose (Intended Use)	The described purpose and appropriate uses of the instrument. Identify any information about inappropriate uses.	<p>FAST is a suite of highly efficient, instructionally relevant screening, progress monitoring, and data reporting tools for reading (English, K-12; Spanish, K-6), math (K-8), behavior (K-12), and early development (K). FAST offers schools both Curriculum-Based Measurement (CBM) tools and Computer Adaptive Tests (CAT) to help identify and support all students' needs. Highly reliable and valid, FAST's CCSS-aligned assessments help identify students at-risk for not meeting state standards and grade-level learning goals. Students of concern may be frequently monitored through FAST to track progress and measure instructional efficacy.</p> <p>All FAST assessments include some computer-based components, including both measures that students complete directly using a computer as well as online forms that teachers use to score and enter student responses in real time. All FAST assessments are recorded in our online data system which provides dynamic reports of student performance at the individual, class, grade, school, and district levels.</p> <table border="1"> <thead> <tr> <th>Group</th> <th>Appropriate Uses of FAST</th> <th>Inappropriate Uses of FAST</th> </tr> </thead> <tbody> <tr> <td>Student Level</td> <td> <ul style="list-style-type: none"> Identify students who may be at risk for difficulties in reading, math, behavior and developmental milestones Identify students who may need support delivered via core, tiered, enrichment, or entitlement programs. Help identify skill areas that the student has currently mastered, are in-development, or need to be taught in the future Frequently progress monitor at-risk students while they receive additional, targeted instruction Identify students' performance and growth rates in relationship to expectations (research-based benchmarks) and local or national norms </td> <td> <ul style="list-style-type: none"> Label or grade students Make decisions regarding retention and promotion Using FAST as an intervention </td> </tr> <tr> <td>Systems Level</td> <td> <ul style="list-style-type: none"> Program evaluation so as to help determine the efficacy of core, tiered, enrichment and entitlement programs </td> <td></td> </tr> </tbody> </table>	Group	Appropriate Uses of FAST	Inappropriate Uses of FAST	Student Level	<ul style="list-style-type: none"> Identify students who may be at risk for difficulties in reading, math, behavior and developmental milestones Identify students who may need support delivered via core, tiered, enrichment, or entitlement programs. Help identify skill areas that the student has currently mastered, are in-development, or need to be taught in the future Frequently progress monitor at-risk students while they receive additional, targeted instruction Identify students' performance and growth rates in relationship to expectations (research-based benchmarks) and local or national norms 	<ul style="list-style-type: none"> Label or grade students Make decisions regarding retention and promotion Using FAST as an intervention 	Systems Level	<ul style="list-style-type: none"> Program evaluation so as to help determine the efficacy of core, tiered, enrichment and entitlement programs 	
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Types of Instruments	Interim, Summative, Diagnostic	<ul style="list-style-type: none"> • Screening: aReading, earlyReading, CBMreading, aMath, earlyMath, CBMmath, SAEBRS, DevMilestones • Interim: earlyReading, CBMreading, earlyMath, CBMmath • Summative: aReading, aMath, • Diagnostic: CBMmath, CBMreading, earlyMath, earlyReading
Population	Who (which students) could be assessed using the instrument.	<ul style="list-style-type: none"> • FAST™ CBMreading (English K-8 and Spanish K-1) • FAST™ CBMmath (1-8) • FAST™ earlyReading (English and Spanish K-1) • FAST™ earlyMath (K-1) • FAST™ aReading (adaptive reading English K-12) • FAST™ aMath (adaptive math K-8) • FAST™ SAEBRS (Social, Academic and Emotional Behavior Rating Scales) (K-12) • FAST™ DevMilestones (Developmental Milestones) (Kindergarten)
When? How Frequently?	How frequently the instrument can be administered in a school year, and recommended or required	<ul style="list-style-type: none"> • Universal Screening: Three times per year is recommended in fall, winter, and spring. Schools may customize their account to add two additional screening periods (windows) if needed, totaling five (5) windows potentially available throughout the year. This option is well-suited for schools wishing to do a follow-up assessment within 30 days for students initially identified as at-risk in Colorado. It also offers flexibility for schools that prefer data timed with quarterly report cards, summer school, or year-round/alternate calendar schedules. Schools may customize the start-date and duration of each Universal Screening testing window; however, FastBridge recommends the windows occur as follows:
	Administration windows	<ul style="list-style-type: none"> • FALL: Open between the 1st and 3rd week of school and remain open 2-4 weeks. • WINTER: Open between the 16th-20th week of school and remain open for 2-4 weeks. • SPRING: Open between the 32nd-36th week of school and remain open for 2-4 weeks. • Progress Monitoring: For reading and math, progress monitoring is available weekly to monthly. The frequency is determined on a student-by-student basis via the teacher or school staff and may be adjusted over time.
Content Area(s)	Content area or areas being assessed (reading only)	<ul style="list-style-type: none"> • Early Reading • Reading: <ul style="list-style-type: none"> ○ Concepts of print ○ Phonics/phonemic awareness ○ Vocabulary ○ Comprehension ○ Fluency/rate

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Element	Description	Assessment Instrument Information		
Learning Objectives	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements.	Measure and Grade(s)	FAST™ earlyReading Subtest	Common Core State Standards
		FAST™ earlyReading (Grades K- 1) (Available for English or Spanish)	Concepts of Print Letter Names Letter Sounds Decodable Words Nonsense Words Sight Words Sentence Reading Onset Sound Rhyming Word Blending Word Segmenting Oral Repetition	RF.K.1, RF.K.1.a, RF.K.1.b, RF.K.1.c, RF.K.1.1, F.1.1.a RF.K.1.d. RF.K.3.a RF.K.3, RF.1.3, RF.1.3.b, RF.2.3, RF.3.3 RF.K.3, RF.1.3, RF.1.3.b, RF.2.3, RF.3.3 RF.K.3.c, RF.1.3.g, R.2.3.f, RF.3.3.d RF.K.4, RF.1.4, RF.1.4.b, RF.2.4, RF.2.4.b, RF.3.4 RF.K.2.c, RF.K.2.d, RF.1.2.c RF.K.2.a RF.K.2.b, RF.K.2.c, RF.1.2.b RF.K.2.b, RF.K.2.d, RF.1.2.c, RF.1.2.d SL.K.6, SL.1.6
Subtest descriptions	<p>Where appropriate, rate, accuracy and qualitative features of error types (e.g., Miscue, self-correct, omission, reversal, 3-second rule, etc.) are noted. Spanish version offers Syllable Reading measure instead of Nonsense Words. All other measures shown above are available.</p> <p>Concepts of Print: Requires a general understanding of how print is used so other reading skills can emerge. Students who have mastered them should be able to complete basic tasks such as proper page orientation, accurate print tracking, and locating the beginning and ending of sentences.</p> <p>Letter Names: Timed for one minute. Offers an optional untimed diagnostic continuation to assess the complete inventory of all letter names.</p> <p>Letter Sounds: Timed for one minute. Offers an optional untimed diagnostic continuation to assess the complete inventory of all letter sounds.</p> <p>Decodable Words: Timed. Assesses students' ability to read phonetically regular words (e.g., "pen"). Decodable Words may be used in lieu of, or in addition to, Nonsense Words.</p> <p>Nonsense Words: Timed and assesses students' ability to read phonetically regular words (e.g., "vit").</p> <p>Sight Words: Timed. Assesses a student's ability to recognize 50 (Kindergarten) or 150 (1st Grade) of the most "high-frequency" words. It also offers an optional untimed diagnostic continuation to assess the complete inventory of all sight words provided.</p> <p>Sentence Reading: Timed. Assesses students' reading rate and accuracy using text that is simple in structure, accompanied by pictures.</p> <p>Onset Sounds: Untimed. Assesses a student's phonemic awareness, which is generally defined as the ability to identify and manipulate the smallest units of sound in spoken language.</p> <p>Rhyming: Requires students to identify pictures that rhyme with a given word or generate a rhyme for a pictured word.</p> <p>Word Blending: Assesses students' abilities to form a word from individually-spoken sounds or phonemes.</p> <p>Word Segmenting: Assesses students' ability to separate a spoken word into individual sounds, or phonemes.</p> <p>Oral Language: The Sentence Repetition task is a measure of students' receptive oral language, particularly students' knowledge of syntax (i.e., sentence structure).</p>			

Assessment Instrument Description: Formative Assessment System for Teachers (FAST™)

Element	Description	Assessment Instrument Information			
Learning Objectives (cont.'d)	Specific learning objectives being assessed, at as detailed a level as is provided. This may be "topics" or categories or may be actual learning objective statements (cont.'d)	Measure and Grade(s)	Skill area	CCSS Subgroups/Clusters	aReading Domains
		FAST™ aReading (Grades K-12)	Foundations	Print concepts Phonological Awareness Phonetic Awareness/Vocabulary	Concepts of Print Phonemic Awareness Phonetic Awareness Vocabulary
			Reading Standards for Literature/Informational Text	Key ideas and Details Craft and Structure Integration of Knowledge and Ideas	Comprehension/Vocabulary
			FAST™ aReading is a simple and efficient procedure for assessing K-12 students' broad reading abilities. The assessment is based on expert recommendations and each question is aligned with the National Common Core State Standards. Although FAST™ aReading is a computer-administered, computer-adaptive test, students respond to 30 questions on each testing occasion.		
			FAST™ aReading is a strong predictor of students' high-stakes test performance and we recommend that teachers use the assessment as a tri-annual screening tool, though screening up to five times per year is an optional setting for schools.		
		FAST™ CBMreading (Grades 1-8) (Available in English or Spanish.)	FAST™ CBMreading: Curriculum Based Measurement for Reading (CBMreading) is an efficient and effective way to screen and monitor student reading progress. A teacher listens to a student read aloud from a grade-level passage for 1 minute while recording student errors. Passages are available for 1st through 6th grades. Alternate forms for progress monitoring are available which may facilitate students in grades K-12 as they develop reading skills. <ul style="list-style-type: none"> • Rate / fluency • Accuracy rate • Qualitative features of error types (e.g., Miscue, self-correct, omission, reversal, 3- second rule, etc.) Spanish versions are not translations of English passages. They are organically written, developmentally appropriate passages.		

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Individual Metrics	The scores provided at the individual student level	<ul style="list-style-type: none"> • Raw scores: FAST™ CBMreading, FAST™ earlyReading, FAST™ earlyMath, FAST™ CBMmath, FAST™ SAEBRS • Scaled Scores (vertical scale): FAST™ aReading, FAST™ aMath • Percentile rank/Norms: All measures at class, school, district, national levels (also known as local through national norms) • Growth percentile rank: School, district, nation • Risk status / Benchmark Comparisons: via benchmark scores (these scores delineate students as performing at low risk, some risk, or high risk) • Longitudinal data: Within and across years • Lexile: (for FAST™ aReading) • Diagnostic information: Reports summarizing the skills the student has mastered, is developing, and those to be learned in the future (FAST™ aReading and FAST™ aMath) • Accuracy rate: FAST™ CBMreading. FAST™ provides reports detailing students with accuracy rates below 95% accuracy • Weekly Rate of Improvement (ROI) available for screening and monitoring • Performance trends: Difference between score earned on any day and the score at which the student was expected to have earned on that specified day when progress monitored. Trend (rate of change) data are also provided. • Error information: Information about errors/correct responses for select (appropriate) measures.
Individual Comparison Points (cut scores)	<p>Information provided regarding how good is “good enough” performance on the instrument at the individual student level.</p> <p>Comparison information should be available for every individual metric. This may be performance level ratings with specific cut scores.</p>	<p>Each FAST™ measure provides the following types of information describing performance. Performance is described as “Low risk,” “Some risk,” or “High Risk” and reflects students’ likelihood for passing CCSS-aligned, high-stakes tests and/or likelihood of performing successfully on nationally normed assessments, depending on the skill and grade level.</p> <ul style="list-style-type: none"> • Benchmark Scores/Cut points/Cut scores: <ul style="list-style-type: none"> ○ Low risk (At or above benchmark) ○ Some risk (Below benchmark) ○ High risk (Well below benchmark) • Normative/percentile information: <ul style="list-style-type: none"> ○ Classroom norms / percentile rank (1-99) ○ Grade-level norms (by school) / percentile rank (1-99) ○ District-level norms (by grade) / percentile rank (1-99) • National norms (by grade) and percentile rank (1-99)





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Aggregate Metrics	Scores provided at the group level. The group could be a grade level, school, district, or disaggregated groups (e.g. race/ethnicity, gender, IEP status, FRL status). Specify the group(s) and the score(s) provided.	<ul style="list-style-type: none"> • Percentile rank/Norms: All measures at class, school, district, national levels (also known as local through national norms) • Growth percentile rank: School, district, nation • Percentage and number of students within a district, school, grade, or classroom at low risk, some risk, or high risk, per benchmark period, by measure/content area • The change in the percentage and number of students within a district, school, grade or classroom at low risk, some risk, or high risk per benchmark period, by measure/content area • Diagnostic information: Reports summarizing the skills the student has mastered, is developing, and those to be learned in the future (aReading and aMath) • Accuracy rate: FAST™ CBMreading. FAST™ provides reports detailing students with accuracy rates below 95% accuracy • Weekly Rate of Improvement (ROI) available for screening and monitoring • Performance trends: Difference between score earned on any day and the score at which the student was expected to have earned on that specified day when progress monitored. Trend (rate of change) data are also provided. • Error information: Information about errors/correct responses for select (appropriate) measures.
Aggregate Comparison Points (cut scores)	Information provided regarding how good is “good enough” performance at the group level	<p>Aggregate level scores are provided for all measures at the school and district levels, allowing administrators to view the percentages and quantities of students who are at low risk, some risk, or high risk by district, school, grade and teacher per benchmark period (i.e., fall, winter, spring, or two additional optional benchmark windows customized locally). The viewer may select from viewing “all students” tested, or view only those who attended school for fall, winter and spring, allowing schools to view data for transient and non-transient students.</p> <p>In addition, FAST™ earlyReading provides a group skills analysis report which provides aggregated data on the skills each student does/does not demonstrate, as well as the percentage of students in the class or grade that do/do not demonstrate an explicit skill.</p>
Comparison Points (CDE)	CDE cut scores for requests to reconsider.	See attached spreadsheet.
Alignment	Information provided about alignment of this instrument to other instruments, standards, etc.	See above details.

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Data Reports	Description of data reports that are provided/available at the individual and aggregate level(s).	<p data-bbox="632 233 919 254">Individual Student Reports</p> <ul data-bbox="632 269 1906 431" style="list-style-type: none"> <li data-bbox="632 269 1524 290">• Individual Skills Report: Details performance/skill information for each student <li data-bbox="632 305 1906 363">• Progress Monitoring Report: Details performance within and across interventions over time, comparing progress against performance goals <li data-bbox="632 378 1906 431">• Student-at-a-Glance Report: Details student scores on both screening and progress monitoring assessments over time <p data-bbox="632 446 793 467">Group Reports</p> <ul data-bbox="632 482 1906 737" style="list-style-type: none"> <li data-bbox="632 482 1906 540">• Group Screening Report: Details class or grade-level performance by benchmark score (risk status), class, grade, district and national norms per measure. <li data-bbox="632 555 1906 613">• Group Growth Report: Details class or grade-level growth over screening periods, including actual student growth and percentile ranks as well as predicted growth and percentile ranks. <li data-bbox="632 628 1906 670">• Group Skills Report: Available for earlyReading subtests, this report details the accuracy of all students in a class on the skills measures by each subtest. <li data-bbox="632 685 1906 737">• Impact Report: Details group performance and organizes students by how they are progressing across the year. Allows teachers to track movement of students from risk category to risk category across the year. <p data-bbox="632 751 926 773">School and District Reports</p> <ul data-bbox="632 787 1906 1005" style="list-style-type: none"> <li data-bbox="632 787 1906 829">• Aggregate Group Screening Report: Details school and district-level performance by benchmark score (risk status), class, grade, district and national norms per measure. <li data-bbox="632 844 1906 902">• Aggregate Group Growth Report: Details school and district-level growth over screening periods, including actual student growth and percentile ranks as well as predicted growth and percentile ranks. <li data-bbox="632 917 1906 1005">• Impact Report: Details school and district performance and organizes students by how they are progressing across the year. Allows school and district leaders to track movement of students from risk category to risk category across the year

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Technical Quality	Information about the technical quality of the instrument.	Legend  Convincing evidence  Partially convincing evidence  Unconvincing evidence  Data unavailable																																																																																																																																																																	
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FAST earlyReading	Decodable Words	K	●	●	●	○	Yes	No
FAST earlyReading	Decodable Words	1	●	●	●	○	Yes	No
FAST earlyReading	Letter Names	K	●	●	●	○	Yes	No
FAST earlyReading	Letter Sounds	K	●	●	●	○	Yes	No
FAST earlyReading	Nonsense Words	K	●	●	●	○	Yes	No
FAST earlyReading	Nonsense Words	1	●	●	●	○	Yes	No
FAST earlyReading	Onset Sounds	K	●	○	●	○	Yes	No
FAST earlyReading	Sight Words	K	●	○	●	—	Yes	No
FAST earlyReading	Sight Words	1	●	●	●	○	Yes	No
FAST earlyReading	Word Blending	K	●	○	●	○	Yes	No
FAST earlyReading	Word Blending	1	○	○	●	○	Yes	No
FAST earlyReading	Word Segmenting	K	●	●	●	○	Yes	No
FAST earlyReading	Word Segmenting	1	●	○	○	○	Yes	No
FAST earlyReading Spanish	Decodable Words Spanish	K	—	—	●	—	No	No
FAST earlyReading Spanish	Decodable Words Spanish	1	●	○	●	○	Yes	No
FAST earlyReading Spanish	Letter Naming Spanish	K	●	○	●	○	Yes	No
FAST earlyReading Spanish	Letter Naming Spanish	K	●	○	●	○	Yes	No
FAST earlyReading Spanish	Onset Sounds Spanish	K	●	○	●	○	Yes	No
FAST earlyReading Spanish	Sentence Reading Spanish	1	●	—	●	—	Yes	No
FAST earlyReading Spanish	Sight Words Spanish	K	●	—	●	—	Yes	No
FAST earlyReading Spanish	Sight Words Spanish	1	●	○	●	○	Yes	No
FAST earlyReading Spanish	Syllable Words Spanish	K	○	○	●	—	Yes	No
FAST earlyReading Spanish	Syllable Words Spanish	1	●	○	●	○	Yes	No
FAST earlyReading Spanish	Word Blending Spanish	K	●	○	●	○	Yes	No
FAST earlyReading Spanish	Word Blending Spanish	1	○	○	○	○	Yes	No
FAST earlyReading Spanish	Word Segmenting Spanish	K	○	—	●	○	Yes	No
FAST earlyReading Spanish	Word Segmenting Spanish	1	○	○	○	○	Yes	No

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