JEON, YURA

Student ID: FL000009582101 | Student DOB: 2/1/2016 | Enrolled Grade: 4

Date Taken: 9/9/2025 | Test Reason: PM1 2025-26

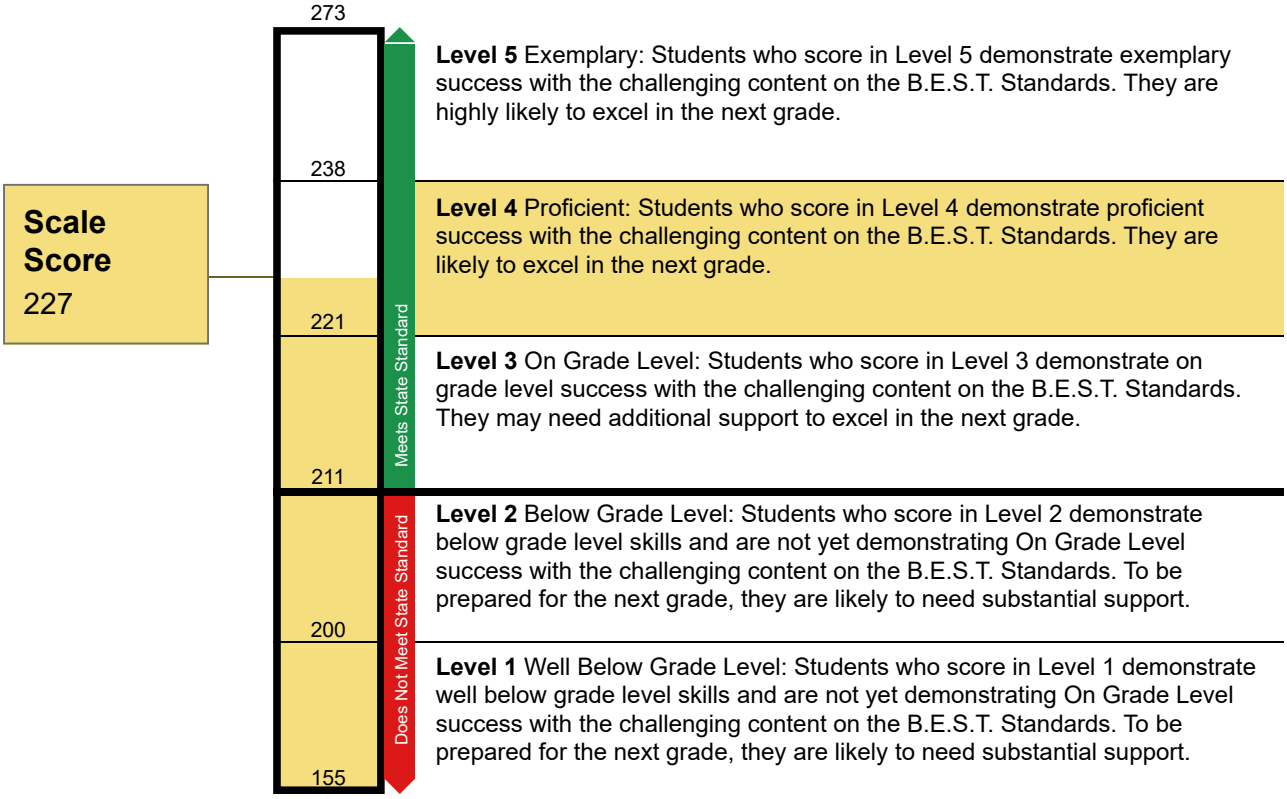
Grade 4 FAST Mathematics 2025-2026

MIAMI-DADE(13)

LUDLAM ELEMENTARY SCHOOL(13-3061)

Scale Score: 227 **Achievement Level:** Level 4 **Percentile Rank:** 98

How Did Your Student Do on the Test?



How Does Your Student's Score Compare?

Comparison Level	Average Scale Score
Florida	191
MIAMI-DADE	192
LUDLAM ELEMENTARY SCHOOL	191

Please visit the FAST Portal at www.flfast.org to access additional information and resources, including a Parent Guide that explains each element of this report and what it means for your student.

Please note, the information in the comparison table is based on the averages at the time this report was generated.

Each progress monitoring assessment covers the full-year content expectations for a particular grade level and subject. Therefore, at the beginning of the school year (PM1) and at the middle of the school year (PM2), students may not yet be at grade level; however, this does not necessarily indicate that a student is not on track to succeed by the end of the school year (PM3). The results from PM1 and PM2 are for informational purposes only, providing teachers and families information to help guide instruction and support throughout the school year based on a student's strengths and weaknesses.

Percentile rank indicates where your student's performance falls compared to all other students who took the same test.

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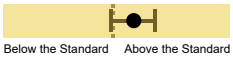
How Did Your Student Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's performance in each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if they took the test multiple times within this testing window.

Category	Achievement	Achievement Level	Achievement Level Description
1. Number Sense and Operations with Whole Numbers		Above the Standard	**What These Results Mean** For example, your learner may be able to: • Explain how the value of a digit changes if the digit moves one place to the left or right. • Read and write numbers to 1,000,000 using standard, expanded, and word forms interchangeably. • Plot, compare, and order two or more decimals up to the hundredths using comparison symbols (<, >, =). • Plot, compare, and order two or more numbers up to 1,000,000. • Solve mathematical and real-world problems involving multiplication and division, including problems in which the remainders must be interpreted within the context. • Determine and explain whether an equation using any of the four operations using whole numbers is true or false. • Determine factor pairs and explain why a number is prime, composite, or neither. **Next Steps** For example, have your learner: • Divide a dollar into dimes or dimes into pennies and discuss how many ones, tenths, and hundredths are present, showing equivalent amounts. • Explain how the value of a digit changes when a digit is moved two places to the right or left when given a number. • Identify and correct errors in real-world and mathematical problems using multiplication (3 digits by 2 digits) and division (3 digits by 1 digit).
2. Number Sense and Operations with Fractions and Decimals		At/Near the Standard	**What These Results Mean** For example, your learner may be able to: • Identify the number that is one-tenth more and one-tenth less than a given number (e.g., one-tenth more than 2.31 is 2.41). • Model and write decimal fractions that are equivalent and use that understanding to generate decimals and decimal notation. • Identify equivalent fractions including fractions greater than one. • Compare fractions, mixed numbers, and fractions greater than one using symbols (<, >, =) and reason about their size. • Decompose (break apart) fractions greater than one into a sum of fractions. • Solve problems involving addition and subtraction of fractions with like denominators and multiplication of a fraction by a whole number. • Add a fraction with a denominator of 10 to a fraction with a denominator of 100. • Multiply a fraction by a whole number. • Add and subtract money with decimal notation. **Next Steps** For example, have your learner: • Plot on a number line, order, and compare fractions with different denominators and numerators. • Compare fractional amounts while cooking (e.g., *If one recipe calls for 2/3 cup of oil and another calls for 1/2 cup, which recipe calls for more oil?*). • Demonstrate and explain the equivalency of two fractions expressed with different denominators. • Add and subtract fractions and mixed numbers with like denominators. • Solve real-world problems involving multiplication of a fraction (e.g., determine the amount of ingredients needed to bake 5 times the number of cookies based on a recipe). • Review an advertisement and subtract items from a starting amount of $20. Practice writing the amounts as fractions and subtracting the fractions.

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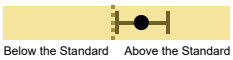
Category	Achievement	Achievement Level	Achievement Level Description
3. Geometric Reasoning, Measurement, and Data Analysis and Probability		Above the Standard	**What These Results Mean** For example, your learner may be able to: • Solve two-step word problems involving distance and time using any combination of the four operations. • Identify, classify, and justify angles as acute, right, obtuse, straight, or reflex using two-dimensional figures. • Measure angles using a protractor when neither ray aligns to 0 degrees. • Solve mathematical and real-world problems involving an unknown angle and write an equation to represent the unknown. • Write an equation to solve perimeter and area problems, including problems with unknown sides. • Interpret a numerical data set by collecting, representing, and solving problems involving whole numbers and/or fractional values. **Next Steps** For example, have your learner: • Create real-world problems to convert within a single system of measurement (yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liters, milliliters; and hours, minutes, seconds). • Classify triangles and quadrilaterals into categories according to their defining characteristics, such as number of parallel sides, sides same length, or the presence of a right angle. • Identify the error in a real-world problem for area and perimeter and solve (e.g., *Stevie has a rectangular garden that is 8 feet long and 15 feet wide. He stated that he needs 120 feet of fencing to put around his garden. Is Stevie correct? Explain*). • Review data presented in print or online and discuss the median, mode, and range of the data and compare the meaning of each value as it relates to the data set. • Create real-world distance and time problems.

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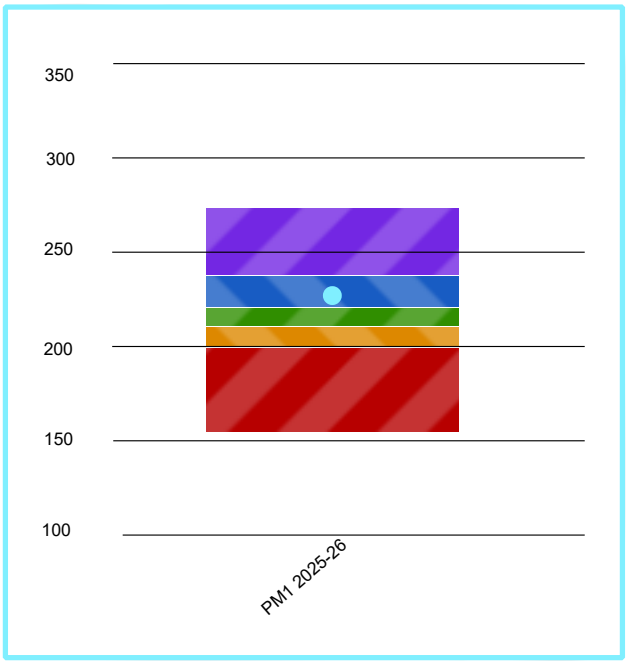
Your Student's Progress

Longitudinal Trend Chart Information

The chart below reports your student's performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level.



Your Student's Progress

Date	Test Reason	Test Label	Scale Score	Achievement Level
9/9/2025	PM1 2025-26	Grade 4 FAST Mathematics	227	Level 4

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MIAMI-DADE(13)

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How Did Your Student Perform on Each Test Question?

1. Number Sense and Operations with Whole Numbers			
Question #	**Benchmark Key**	**Benchmark**	**Points Earned/Points Possible**
1	NSOW|MA.4.NSO.1|MA.4.NSO.1.1	Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.	1/1
8	NSOW|MA.4.NSO.2|MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	0/1
11	NSOW|MA.4.AR.3|MA.4.AR.3.2	Generate, describe and extend a numerical pattern that follows a given rule.	1/1
12	NSOW|MA.4.AR.2|MA.4.AR.2.2	Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.	1/1
14	NSOW|MA.4.AR.1|MA.4.AR.1.1	Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.	1/1
18	NSOW|MA.4.NSO.1|MA.4.NSO.1.5	Plot, order and compare decimals up to the hundredths.	1/1
22	NSOW|MA.4.AR.3|MA.4.AR.3.1	Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.	0/1
25	NSOW|MA.4.NSO.1|MA.4.NSO.1.4	Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.	1/1
27	NSOW|MA.4.AR.2|MA.4.AR.2.1	Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.	1/1
30	NSOW|MA.4.NSO.2|MA.4.NSO.2.5	Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.	1/1
33	NSOW|MA.4.NSO.1|MA.4.NSO.1.3	Plot, order and compare multi-digit whole numbers up to 1,000,000.	1/1
35	NSOW|MA.4.NSO.2|MA.4.NSO.2.3andMA.4.NSO.2.2andMA.4.NSO.2.1M|MA.4.NSO.2.2	Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.	1/1

2. Number Sense and Operations with Fractions and Decimals			
Question #	**Benchmark Key**	**Benchmark**	**Points Earned/Points Possible**
2	NSOFD|MA.4.AR.1|MA.4.AR.1.3 and MA.4.FR.2.4|MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	1/1
3	NSOFD|MA.4.AR.1|MA.4.AR.1.3 and MA.4.FR.2.4|MA.4.AR.1.3	Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.	1/1
4	NSOFD|MA.4.AR.1|MA.4.AR.1.3 and MA.4.FR.2.4|MA.4.FR.2.4	Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.	1/1
5	NSOFD|MA.4.FR.1|MA.4.FR.1.4	Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.	0/1
9	NSOFD|MA.4.FR.1|MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	0/1
15	NSOFD|MA.4.FR.1|MA.4.FR.1.3	Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.	1/1
17	NSOFD|MA.4.FR.2|MA.4.FR.2.3	Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.	1/1
20	NSOFD|MA.4.FR.1|MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	0/1
23	NSOFD|MA.4.FR.1|MA.4.FR.1.2	Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.	0/1

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How Did Your Student Perform on Each Test Question?

2. Number Sense and Operations with Fractions and Decimals (Continued)			
Question #	**Benchmark Key**	**Benchmark**	**Points Earned/Points Possible**
28	NSOFD|MA.4.NSO.2|MA.4.NSO.2.6	Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	0/1
31	NSOFD|MA.4.FR.2|MA.4.FR.2.1	Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.	0/1
34	NSOFD|MA.4.M.2|MA.4.M.2.2 and MA.4.NSO.2.7|MA.4.M.2.2	Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.	1/1

3. Geometric Reasoning, Measurement, and Data Analysis and Probability			
Question #	**Benchmark Key**	**Benchmark**	**Points Earned/Points Possible**
6	GRMDP|MA.4.GR.2|MA.4.GR.2.1	Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.	0/1
7	GRMDP|MA.4.DP.1|MA.4.DP.1.1	Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.	0/1
10	GRMDP|MA.4.GR.1|MA.4.GR.1.1	Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.	1/1
13	GRMDP|MA.4.M.1|MA.4.M.1.2	Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.	0/1
16	GRMDP|MA.4.M.2|MA.4.M.2.1	Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.	1/1
19	GRMDP|MA.4.GR.1|MA.4.GR.1.3	Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.	1/1
21	GRMDP|MA.4.DP.1|MA.4.DP.1.2	Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.	0/1
24	GRMDP|MA.4.M.1|MA.4.M.1.1	Select and use appropriate tools to measure attributes of objects.	0/1
26	GRMDP|MA.4.GR.2|MA.4.GR.2.2	Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.	1/1
29	GRMDP|MA.4.DP.1|MA.4.DP.1.3	Solve real-world problems involving numerical data.	0/1
32	GRMDP|MA.4.GR.1|MA.4.GR.1.2	Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.	1/1