









Average Score, Achievement Distribution and Average Points Earned on  
**FAST Grade 3 Mathematics** (PM1 2022-23), by Roster and Reporting  
Category: SOUTH BROWARD MONTESSORI CHARTER SCHOOL 2022-2023

Filtered By **Rosters:** All Roster | **Test Reasons:** PM1 2022-23 |

Roster	Teacher	Total			
		Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution
State		217900		272	 <p>Percent Count 71% 155748    19% 42179    8% 17035    1% 2538</p>
District		19143		273	 <p>Percent Count 69% 13184    20% 3872    9% 1762    1% 277</p>
School		30		269	 <p>Percent Count 83% 25    10% 3    7% 2</p>
(students not in any roster)		30		269	 <p>Percent Count 83% 25    10% 3    7% 2</p>

Roster	Teacher	Fractional Reasoning								
		Performance Distribution	Fractional Reasoning							
			MA.3.FR.1.1		MA.3.FR.1.2		MA.3.FR.1.3		MA.3.FR.2.1	
Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?			
State		 <p>Percent Count 73% 159465    26% 56510    1% 1925</p>	✘	—	✘	—	✘	—	✘	—
District		 <p>Percent Count 72% 13733    27% 5195    1% 215</p>	✘	—	✘	—	✘	—	✘	—
School		 <p>Percent Count 80% 24    20% 6</p>	✘	—	✘	—	✘	—	○	+
(students not in any roster)		 <p>Percent Count 80% 24    20% 6</p>	✘	—	✘	—	✘	—	○	+



Roster	Teacher	Fractional Reasoning			
		Performance Distribution		Fractional Reasoning	
				MA.3.FR.2.2	
				Proficient?	Weak or Strong?
State		 Percent Count: 73% 159465, 26% 56510, 1% 1925		×	—
District		 Percent Count: 72% 13733, 27% 5195, 1% 215		×	—
School		 Percent Count: 80% 24, 20% 6		×	—
(students not in any roster)		 Percent Count: 80% 24, 20% 6		×	—

Roster	Teacher	Geometric Reasoning, Measurement, and Data Analysis and Probability									
		Performance Distribution		MA.3.DP.1.2 and MA.3.DP.1.1		MA.3.GR.1.1		MA.3.GR.1.2		MA.3.GR.1.3	
				Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
State		 Percent Count: 57% 124715, 41% 88972, 2% 4213		×	+	×	—	×	—	×	+
District		 Percent Count: 56% 10701, 42% 8042, 2% 400		×	=	×	—	×	—	×	+
School		 Percent Count: 73% 22, 27% 8		×	=	×	—	×	—	⊖	+
(students not in any roster)		 Percent Count: 73% 22, 27% 8		×	=	×	—	×	—	⊖	+

Roster	Teacher	Geometric Reasoning, Measurement, and Data Analysis and Probability										
		Performance Distribution	Geometric Reasoning, Measurement, and Data Analysis and Probability									
			MA.3.GR.2.3		MA.3.GR.2.4		MA.3.M.1.1		MA.3.M.1.2			
			Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?		
State		 Percent Count: 57% 124715, 41% 88972, 2% 4213	×	–	×	–	×	–	×	–	×	+
District		 Percent Count: 56% 10701, 42% 8042, 2% 400	×	–	×	–	×	–	×	–	×	+
School		 Percent Count: 73% 22, 27% 8	×	–	×	–	×	+	×	+	×	=
(students not in any roster)		 Percent Count: 73% 22, 27% 8	×	–	×	–	×	+	×	+	×	=

Roster	Teacher	Geometric Reasoning, Measurement, and Data Analysis and Probability						
		Performance Distribution	Geometric Reasoning, Measurement, and Data Analysis and Probability					
			MA.3.M.2.1		MA.3.M.2.2			
			Proficient?	Weak or Strong?	Proficient?	Weak or Strong?		
State		 Percent Count: 57% 124715, 41% 88972, 2% 4213	×	+	×	+		
District		 Percent Count: 56% 10701, 42% 8042, 2% 400	×	+	×	+		
School		 Percent Count: 73% 22, 27% 8	×	+	×	=		
(students not in any roster)		 Percent Count: 73% 22, 27% 8	×	+	×	=		

Roster	Teacher	Number Sense and Additive Reasoning								
		Performance Distribution	Number Sense and Additive Reasoning							
			MA.3.AR.1.2		MA.3.AR.3.1		MA.3.AR.3.3		MA.3.NSO.1.1	
			Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
State		 Percent Count: 48% 103551, 45% 97176, 8% 17173	✗	+	✗	+	✗	+	✗	+
District		 Percent Count: 48% 9209, 45% 8526, 7% 1408	✗	+	✗	+	✗	+	✗	+
School		 Percent Count: 43% 13, 50% 15, 7% 2	✗	=	✗	=	✗	+	✗	+
(students not in any roster)		 Percent Count: 43% 13, 50% 15, 7% 2	✗	=	✗	=	✗	+	✗	+

Roster	Teacher	Number Sense and Additive Reasoning								
		Performance Distribution	Number Sense and Additive Reasoning							
			MA.3.NSO.1.2		MA.3.NSO.1.3		MA.3.NSO.1.4		MA.3.NSO.2.1	
			Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
State		 Percent Count: 48% 103551, 45% 97176, 8% 17173	✗	+	✗	+	✗	+	✗	+
District		 Percent Count: 48% 9209, 45% 8526, 7% 1408	✗	+	✗	+	✗	-	✗	+
School		 Percent Count: 43% 13, 50% 15, 7% 2	⊖	+	✗	+	✗	=	✗	+
(students not in any roster)		 Percent Count: 43% 13, 50% 15, 7% 2	⊖	+	✗	+	✗	=	✗	+

Roster	Teacher	Number Sense and Multiplicative Reasoning								
		Performance Distribution	Number Sense and Multiplicative Reasoning							
			MA.3.AR.1.1		MA.3.AR.2.2		MA.3.AR.2.3 and MA.3.AR.2.1		MA.3.AR.3.2	
			Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
State		 Percent Count: 68% 147936, 30% 66440, 2% 3524	×	=	×	+	×	-	×	+
District		 Percent Count: 62% 11775, 36% 6871, 3% 497	×	+	×	+	×	-	×	+
School		 Percent Count: 67% 20, 33% 10	×	=	×	+	×	-	×	-
(students not in any roster)		 Percent Count: 67% 20, 33% 10	×	=	×	+	×	-	×	-

Roster	Teacher	Number Sense and Multiplicative Reasoning								
		Performance Distribution	Number Sense and Multiplicative Reasoning							
			MA.3.GR.2.1		MA.3.GR.2.2		MA.3.NSO.2.3		MA.3.NSO.2.4 and MA.3.NSO.2.2	
			Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
State		 Percent Count: 68% 147936, 30% 66440, 2% 3524	×	-	×	-	×	-	×	-
District		 Percent Count: 62% 11775, 36% 6871, 3% 497	×	-	×	-	×	-	×	+
School		 Percent Count: 67% 20, 33% 10	×	=	×	=	×	=	×	-
(students not in any roster)		 Percent Count: 67% 20, 33% 10	×	=	×	=	×	=	×	-

# Benchmark and Target Reference Page FAST Grade 3 Mathematics

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## Legend

### Proficient?

- ✓ Above the Proficiency Standard
- ⊖ At/Near Proficiency Standard
- ✗ Below the Proficiency Standard
- ✱ Insufficient Information

### Weak or Strong?

- ⊕ Area of Strengths
  - ≡ Performance is similar to performance on the test as a whole
  - Area of Weakness
  - ✱ Insufficient Information
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## Fractional Reasoning

### Fractional Reasoning

#### MA.3.FR.1.1

Represent and interpret unit fractions in the form  $\frac{1}{n}$  as the quantity formed by one part when a whole is partitioned into  $n$  equal parts.

#### MA.3.FR.1.2

Represent and interpret fractions, including fractions greater than one, in the form of  $\frac{m}{n}$  as the result of adding the unit fraction  $\frac{1}{n}$  to itself  $m$  times.

#### MA.3.FR.1.3

Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.

#### MA.3.FR.2.1

Plot, order and compare fractional numbers with the same numerator or the same denominator.

#### MA.3.FR.2.2

Identify equivalent fractions and explain why they are equivalent.

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## Geometric Reasoning, Measurement, and Data Analysis and Probability

### Geometric Reasoning, Measurement, and Data Analysis and Probability

#### MA.3.DP.1.2 and MA.3.DP.1.1

Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems. Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.

#### MA.3.GR.1.1

Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.

#### MA.3.GR.1.2

Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.

#### MA.3.GR.1.3

Draw line(s) of symmetry in a two-dimensional figure and identify line symmetric two-dimensional figures.

#### MA.3.GR.2.3

Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.

#### MA.3.GR.2.4

Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.

#### MA.3.M.1.1

Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.

#### MA.3.M.1.2

Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.

#### MA.3.M.2.1

Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.

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#### MA.3.M.2.2

Solve one- and two-step real-world problems involving elapsed time.

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## Number Sense and Additive Reasoning

### Number Sense and Additive Reasoning

#### MA.3.AR.1.2

Solve one- and two-step real-world problems involving any of four operations with whole numbers.

#### MA.3.AR.3.1

Determine and explain whether a whole number from 1 to 1,000 is even or odd.

#### MA.3.AR.3.3

Identify, create and extend numerical patterns.

**MA.3.NSO.1.1**

Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.

**MA.3.NSO.1.2**

Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.

**MA.3.NSO.1.3**

Plot, order and compare whole numbers up to 10,000.

**MA.3.NSO.1.4**

Round whole numbers from 0 to 1,000 to the nearest 10 or 100.

**MA.3.NSO.2.1**

Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.

## **Number Sense and Multiplicative Reasoning**

### **Number Sense and Multiplicative Reasoning**

**MA.3.AR.1.1**

Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.

**MA.3.AR.2.2**

Determine and explain whether an equation involving multiplication or division is true or false.

**MA.3.AR.2.3 and MA.3.AR.2.1**

Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position. Restate a division problem as a missing factor problem using the relationship between multiplication and division.

**MA.3.AR.3.2**

Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.

**MA.3.GR.2.1**

Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.

**MA.3.GR.2.2**

Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.

**MA.3.NSO.2.3**

Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.

**MA.3.NSO.2.4 and MA.3.NSO.2.2**

Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability. Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.