

Chancellor Parent University (CPU) Navigating the Digital World: A Guide for Parents

This presentation will help parents understand how to navigate the digital world and create healthy technology habits for their children.

December 2024









Understanding the Digital Landscape for Families

Rapid Evolution

The digital landscape is constantly evolving, with new platforms and trends emerging.

Social Media

Social media platforms like TikTok, Instagram, and Snapchat are popular among kids.

Gaming

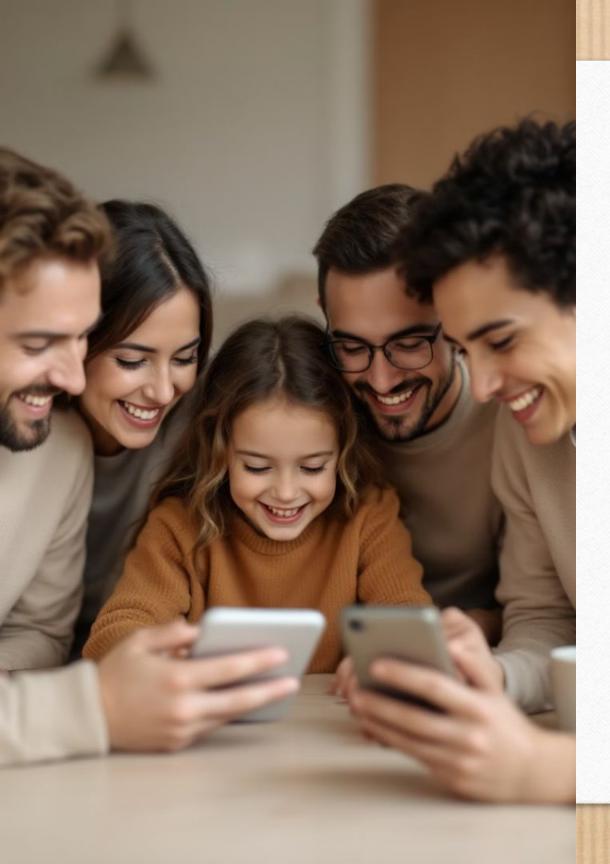


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Online gaming has become a dominant form of entertainment for children.





Establishing Healthy Technology Habits

Model Good Behavior

Set a good example by limiting your own screen time and engaging in offline activities.

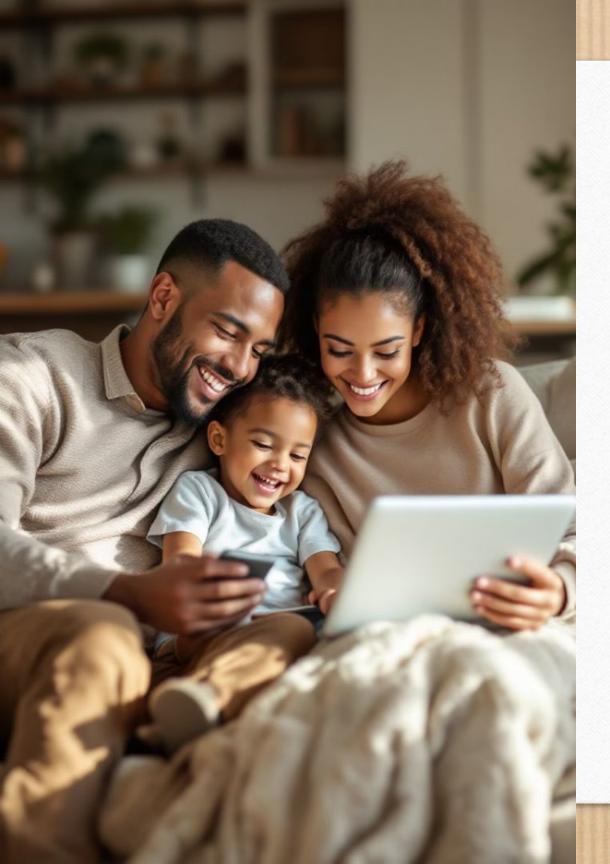
Technology-Free Zones

Designate certain areas of the house, like bedrooms or dining rooms, as technology-free zones.



Open Communication Talk to your children about the risks and benefits of technology and set clear expectations.





Monitoring and Setting **Boundaries for Social Media** Use

Age-Appropriate Platformshildren are using age-appropriate social media platforms.

Privacy Settings

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Help your children adjust privacy settings to limit who can see their information.

Content Filtering

Use parental controls and content filtering to block inappropriate websites and content.







Protecting Privacy and Preventing Online Risks

Password Security	Cyb
Encourage strong passwords	Talk t
and avoid sharing personal	dange
information online.	how t

Online Predators

Educate your children about the risks of online predators and how to protect themselves.



perbullying

to your children about the gers of cyberbullying and to report it.





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Navigating Social Media

with Resources

Iphone Setup

Step-by-step guide to setting

up your child's phone with

parental controls. Link

Cellphones and Devices: A Guide for Parents and Caregivers How to help preteens and teens use their phones safely and

responsibly. Link

Parenting, Media, and Everything in

Between Educate your children about the risks of children being online and

how to protect themselves. Link









Strategies for Managing Screen Time

Screen Time Limits

Set daily and weekly screen time limits, including time spent on

devices and watching TV.

Device-Free Times

Establish device-free periods, like mealtimes, bedtime, and family activities.

Digital Detox Days

Encourage regular digital detox days to promote offline

activities and healthy habits.







Engaging Kids in Digital Citizenship

Responsible Use

Teach children about responsible online behavior, including respectful communication.

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Respect for Others

Encourage empathy and kindness in online interactions, promoting a positive online community.

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Digital Awareness

Help children understand the impact of their online actions and the importance of protecting their digital footprint.





Resources from CommonSense.org

Common Sense Media is a valuable resource for parents and educators seeking information on digital media, technology, and online safety. They offer a wealth of information and tools to support families in navigating the digital landscape. Visit their website for articles, reviews, and educational resources.







Conclusion and Key Takeaways

By staying informed, setting boundaries, and engaging in open communication, parents can help their children develop healthy technology habits and navigate the digital world safely and responsibly.









FAST Assessment Results Access

Family Portal Access Site:https://fl-familyportal.cambiumast.com/#/

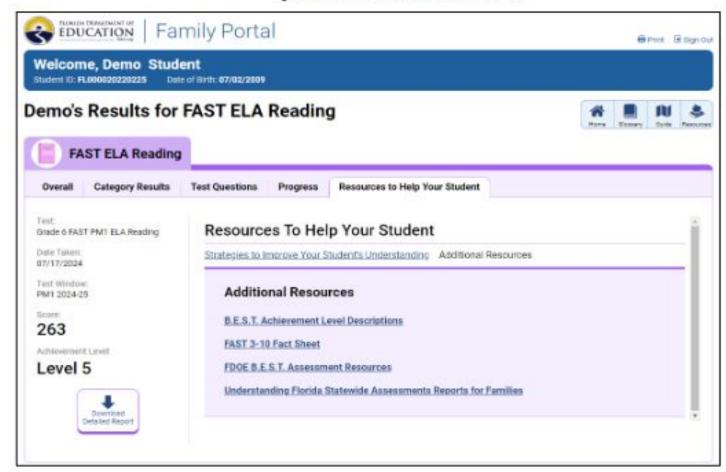
Understanding Florida Assessment Reports:

https://flfast.org/content/contentresources/en/Understanding%20Florida%20Statewide %20Assessments%20Reports For%20Families FINAL 508.pdf





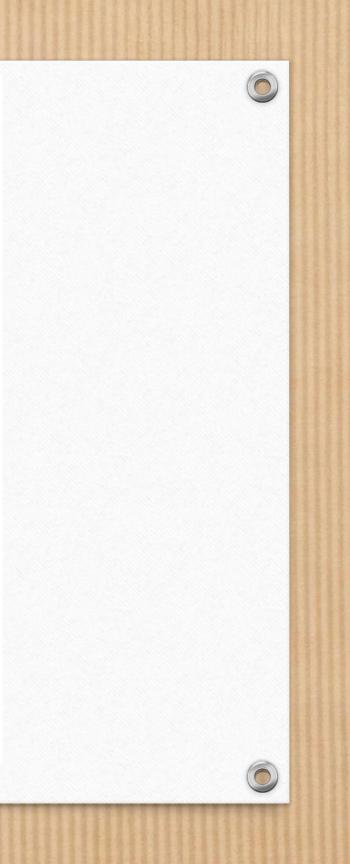
Figure 11. Resources Tab: Additional Resources



Individual Student Reports (ISR)

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On the following pages, we provide explanations for the different sections included in the Individual Student Report (ISR) for FAST ELA Reading, FAST ELA Reading Retake, FAST Mathematics, B.E.S.T. EOCs, Grades 5 and 8 Science (Spring only), and Science and Social Studies EOCs. The student's school may provide this report electronically through the district's parent portal or a printed copy may be provided. This report is also available on the Family Portal. Several of the report's features, such as longitudinal trends, will not be meaningful until a student participates in more than one window.



Simple Individual Student Report

The top of the ISR contains student, school, and district information and the grade level/subject assessment the student took. The example shown in the following graphic is for a grade 6 FAST Mathematics test:

- Score information: The blue-shaded area displays the student's scale score, achievement level, percentile rank, and a chart indicating the student's scale score and where it falls in the achievement level.
- Score comparison: The purple-shaded area allows parents to see how their student's scale score compares with their peers at the school, district, and state level. This information is generated when the report is created, therefore, the data will change throughout the test window.
- Notes for families: The orange-shaded area contains important notes for families. This information may change between administrations and subjects.
- Performance by Reporting Category: The green-shaded section displays the student's achievement level (below, at/near, or above the standard) for each reporting category on the test. These classifications indicate a student's level of success with items that assess the benchmarks within each category.

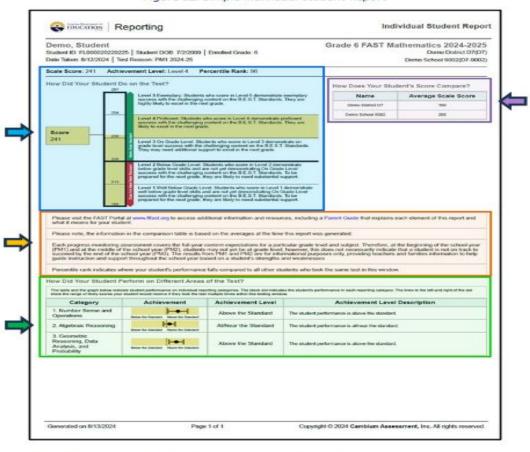


Figure 12. Simple Individual Student Report





Detailed Individual Student Report

The sample provided in the following pages is the detailed student report that shows how the student performed across test windows and on each assessed benchmark.

Page 1 of the Detailed Individual Student Report

The top of the ISR contains student, school, and district information and the grade level/subject assessment the student took. The example shown in the following graphic is for a grade 6 FAST Mathematics test:

- Score information: The blue-shaded area displays the student's scale score, achievement level,
 - percentile rank, and a chart indicating the student's scale score and where it falls in the achievement level.
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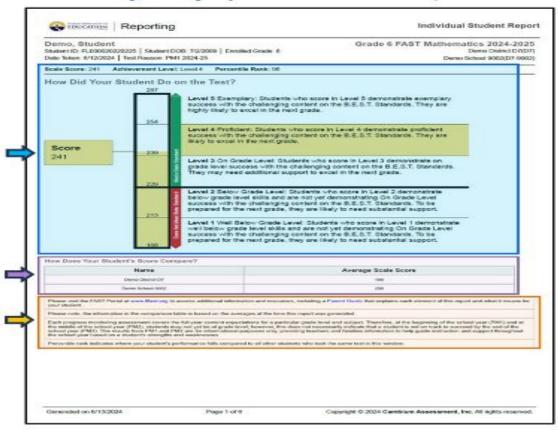


Figure 13. Page 1 of the Detailed Individual Student Report

Understanding Florida Statewide Assessments Reports - September 2024



Pages 2 and 3 of the Detailed Individual Student Report

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The second and third pages of the ISR contain the student's achievement level (below, at/near, or above the standard) for each reporting category on the test. These classifications indicate a student's level of success with items that assess the benchmarks within each category.

- Box and Whisker Plots: The blue-shaded area contains a diagram for each reporting category, which represents
 the student's performance relative to the standard. The dashed line represents on grade level. The location of the
 black dot indicates the student's actual performance in the reporting category. The lines to the left and right of
 the dot display the range of likely scores that the student would receive if they took the test multiple times within
 the testing window.
- Enhanced Achievement Level Descriptions: The green-shaded area indicates whether the student performed below, at/near, or above the standard in each reporting category. The description includes an explanation of the student's strengths and weaknesses as well as next steps parents can take to help the student make progress in their learning.

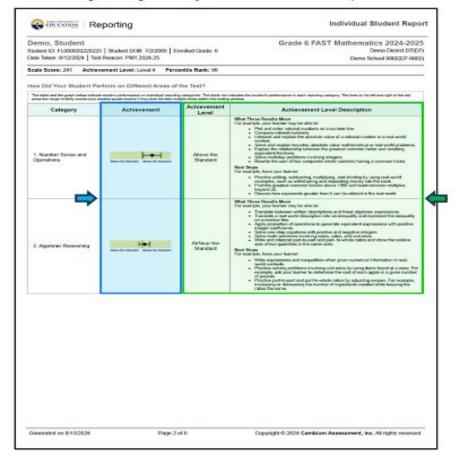


Figure 14. Pages 2 and 3 of the Detailed Individual Student Report





Page 4 of the Detailed Individual Student Report

The fourth page of the ISR contains additional information that will be more meaningful once a student has participated in more than one PM window for the current school year. This page is only available for FAST ELA Reading and Mathematics.

Longitudinal Trend Chart: The blue-shaded area displays the student's achievement level over time. The bottom
of the chart indicates the PM window in which the student took each test, allowing the user to compare the
student's performance between administrations.



Note: During PM3 only, the chart will show the student's progress for the previous and current school year. The current school year data illustrates how student performance may have changed from PM1 to PM3, while the previous school year scores allow users to see comparisons across years.

Progress Table: The green-shaded area contains the same information as the trend chart and lists the date of
each test, the PM window, the test name, scale score, and achievement level.

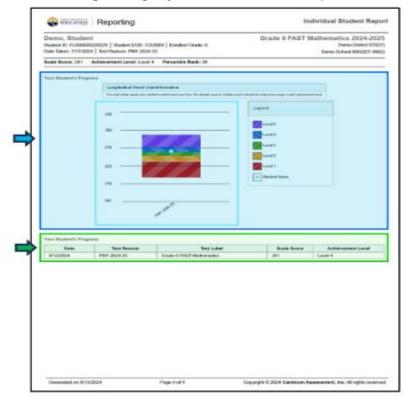


Figure 15. Page 4 of the Detailed Individual Student Report

More information on achievement levels and reporting categories can be found on pages 5-7 of this guide.







Page 5 onwards of the Detailed Individual Student Report

The fifth and remaining pages of the ISR contains information on how the student performed on the test.

 Points Earned Table: The orange-shaded area displays the total number of items for each reporting category, the benchmark key, benchmark, the points earned, and the points possible.

Note: Field test items are not included.

Figure 16. Page 5 onwards of the Detailed Individual Student Report

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b ArQMA.6.862.0046.0.41.3.5 column table to display equivalent part-to-part-to-part-to-art-to-endowrate. 111 12 ArQMA.6.862.0046.0.41.3.5 Solve enablemetide of display equivalent part-to-part-to-part-to-art-to-endowrate. 111 12 ArQMA.6.862.0046.0.41.3.5 Solve enablemetide of displays equivalent part-to-part-to-art-to-endowrate. 111 19 ArQMA.6.862.0046.0.41.3.5 Solve enablemetide of displays equivalent part-to-part-to-art-to-endowrate. 111 19 ArQMA.6.862.0046.0.41.3.5 Clean an enablewedge of and relative of options movinger part-to-art-to-endowrate. 111 28 ArQMA.6.862.0046.0.41.3.1 Clean a mathematical and relative of optional to-bene the relative science of optional to-bene to-o.0. 111 28 ArQMA.6.86.20.01.1 Cheve a mathematical and relative of optional to-bene the adjust science of optional to-bene to-o.0. 111 28 ArQMA.6.86.20.02.0 River a arrait-mathematical and relative of optional to-origonal to-bene to-origonal to-bene to-origonal to-origonal to-bene to-orisolve to-orisolve to-origonalto-bene to-origonal to-bene to-origo	b ArQMA.6.88.2104.6.AR1.3.5 column table to display equivalent part-to-part-to-part-to-art-to-exclose ratios. 111 12 ArQMA.6.88.2104.6.AR1.3.5 Solve enablenetical and real-wedge polytices. Initials and unit-to-article articles. Initial and unit-to-articles. 111 13 ArQMA.6.88.2104.6.AR1.3.5 Solve enablenetical and real-wedge polytices. 111 14 ArQMA.6.8.47.2104.6.AR1.3.5 Element and real-wedge polytices. 111 15 ArQMA.6.8.47.2104.6.AR1.3.5 Element an enablewedge and relatives of polytices. 111 16 ArQMA.6.8.47.210.6.AR1.3.5 Element an enablewedge and relatives of polytices. 111 16 ArQMA.6.8.47.210.6.AR1.3.5 Element an enablewedge and relatives of polytices. 111 17 ArQMA.6.8.47.210.6.AR1.3.5 Element an enablewedge and relatives of polytices. 111 18 ArQMA.6.8.47.21.1 Cheven a multi-wedge complexities enables of polytices. 111 18 ArQMA.6.8.47.22 Rivers a real-wedge context, where the element of equivalence wedge context and element are table of a context. 111 18 ArQMA.6.8.47.2.2 Rivers a real-wedge context. General context. 111 18 ArQMA.6.8.47.2.2 Rivers a real-wedge context. General context. 111 19 ArQMA.6.6.47.2.20.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0	5	ARMAGAR WAGAR 1.4	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.	01
32 Arighes Are 2006, ARE 33 Treadures, safes or largelys and concervices when the responsement system. 111 19 Arighes Are 2006, SAR 3.1 Users a maximum of integral values to show the reductive solution uses of two quantities using appropriate nations with filter solution of the descriptions. 111 23 Arighes Are 2006, SAR 3.1 Cleans a mathematical measure with an effective solution of quantities using appropriate nations with filter solution and appropriate sources are filter appropriate sources and the descriptions. 111 25 Arighes Are 3.2006, SAR 3.22 Given a mathematical organization of quantities using concepting on the source and the descriptions. 111 26 Arighes Care 2006, SAR 3.22 Given a mathematical mean and an explore on the descriptions. 111 27 Arighes Care 2006, SAR 3.22 Given a mathematical mean appropriate mean appropriate mean appropriate source on the source of quantities with distribution and the descriptions. 111 28 Arights Care 2006, SAR 3.200,	Viel Prophetismed approximation 111 19 ASPAN.6.AR.21MAG.8.R.2.1 Clean a meshwell prophytik in extension while the readour spread by dynamic temporal system is a conservation of the upper labor. 111 28 ASPAN.6.AR.21MAG.8.R.2.1 Clean a meshwell prophytik in extension while the problem to be applied by the completion of the upper labor. 111 28 ASPAN.6.AR.21MAG.8.R.2.2 Clean a mathwell by dynamic expressions into while descriptions. 111 28 ASPAN.6.AR.21MAG.8.R.2.2 River a mail world context, where are value of a call of quantities units. 111 28 ASPAN.6.AR.21MAG.8.R.2.2 River a mail world context, descriptions into adjustrate expressions into while descriptions. 111 28 ASPAN.6.AR.21MAG.8.R.2.2 River a mail world context, descriptions into adjustrate expressions into while descriptions. 111 29 ASPAN.6.AR.21MAG.8.R.2.2 River a mail world context, descriptions with different while Clean and the explorement of quantities with different while Clean and the state of quantities with different while Clean and the state of quantities with different while Clean and the state of quantities and the state of quantitie	8	ARMAGAR SWAGAR 33		1/1
19 APpAA.6.AR.3MA.6.AR.3.1 Users a real-world contract, who are interpreted to be done the value scient of two quantities using appropriate notation: dx, a to it, or a to where the original contract, the value scient of two quantities using interpreted to the value of two quantities using interpreted to two quantitis in the form of x < q, x < q, x > 1 are start to two qu	19 ARPAA.6.AR.3MA.6.AR.3.1 Direm a mail-world contract, who and integrated by brace the induce sizes of two quantities using appropriate notation: adv, a to it, or a to where the original contract, the induce sizes of two quantities using 111 23 ARPAA.6.AR.1MA.6.AR.1.1 Diven a mathematical or neal-world contract, thereafter with sizes the original contract, the induce size of a contract with size the original contract, thereafter with a size original contract, thereafte	12	ARMA & AR 3VA & AR 35	Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons,	tri .
Asphale and set of the set o	Image: constraint of the second sec	-	ADDRESS OF REAL CONTRACT		
Are public consistence of the second se	Acquires consistence of the second seco			appropriate notation: alls, a to b, or all where b <> 0.	
compared on a data of the composition of the c	compact on data can be included as a compact for corresponding onit sate	23	ARMA.6.AR.1MA.6.AR.1.1	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.	. 01
26 Lonate c sp etit c ap + 3 Tonstate a real world witten description lists an algebraic inequality in the ferm of x > a, x < a, x > 4 a x > 7 a st x <= 000	26 Lonals c. kp. stat. c. ap. s. 3 Translate a real world witten description lists as algebraic inequality in the form of x > a, x < a, x > r a ar x <= 0.0	25	ARIMA 6 AR 3 MA 6 AR 3.2	Given a real-world context, determine a rate for a rate of quantities with different units. Calculate and interpret the corresponding unit rate.	10
		26	ARPMA.GAR 1944.GAR 12	Translate a real-world written description into an algebraic inequality in the form of x > a, x < a, x >* a or x <**	002







FCLE Individual Student Report

The FCLE student report shows the overall raw score out of 80 items and a passing score based on 60% percent correct.

FCLE Individual Student Report

The top of the ISR contains student, school, and district information and the subject assessment the student took.

- Score information: The blue-shaded area displays the student's overall raw score, overall percent correct, and passing status.
- Performance by Domain: The green-shaded area displays the student's raw score for each reporting category on the test.
- Notes for families: The orange-shaded area contains important notes for families.

Individual Student Report Reporting K-12 Florida Civic Literacy Exam (FCLE) 2023-2024 Demo, Student Demo District D7(D7) Demo Sistool 9004(D7-9004) Student ID: FL202420000007 Student DOB: 7(2)2005 Enroled Grade: 12 Date Taken: 5/1/2024 Overall Raw Score jout of My: 71 Overall Persent Connect: 53% Passing Status: Pased Student Performance by Domain Category Raw Score 19 American Democracy 2. United States Constitution 20 17 3. Feanding Documents 4. Landmark Impact on Law and Society 15 An average of 20 dama per reporting category appear on each test. Outlents who earn a passing score on the PCLE have met the postsecondary curl theory accessment required by s. 1007 (25/4), P.S. Generaled on 5/1/0024 Page 1 of 1 Copyright © 2024 Camblum Assessment, Inc. All rights reserved.

Figure 17. FCLE Individual Student Report



