



Fall 2017
FSA Braille Scripts
and Instructions

FSA English Language Arts Retake
FSA End-of-Course Assessments



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Introduction

These scripts and instructions should be used to administer the Fall 2017 FSA ELA Retake (Writing and Reading Components) and Fall 2017 FSA End-of-Course (EOC) assessments to students who require braille test materials. Test administrators are responsible for reading the policies and procedures sections, the *Test Administrator Responsibilities* sections, and the appropriate sections of the *Fall/Winter 2017 FSA ELA Retake and EOC Test Administration Manual*. Additional instructions for braille test administrators are provided on pages 29–32 of this document.

Script for Administering the Braille FSA ELA Writing Retake

The Braille Notes for the FSA ELA Writing Retake are packaged with the braille test materials. It is very important that you read through the Braille Notes carefully before administering the test and that you use them, as appropriate, during the test administration. Additional instructions for braille test administrators are provided on pages 29–32 of this document.

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Prior to the test administration, make sure the student’s first and last names, district name, school name, and grade level are written on the front cover of his or her braille FSA ELA Writing Retake Test Book. Make sure the student’s first and last names, district name, school name, grade level, and the words “ELA Writing Retake” are included on each braille writing sheet, on each braille planning sheet, and on the Testing Rules Acknowledgment Sheet.
- Provide individual student restroom and stretch breaks as needed, and maintain the security of the test during breaks. The student should close his or her braille Writing test book, place the braille writing sheets and planning sheets under the test book, and should not discuss the test or exchange information about the test with anyone. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- Students must complete the FSA ELA Writing Retake within one school day.
- When reading the following script, please note that optional words are italicized and in parentheses.

SAY	<p>Today, you are going to take the FSA ELA Writing Retake.</p> <p>You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Distribute the braille FSA ELA Writing Retake Test Books, braille planning sheets, braille writing sheets, and Testing Rules Acknowledgment sheets.

SAY	<p>The only things on your desk should be your braille FSA ELA Writing Retake Test Book, Testing Rules Acknowledgment Sheet, braille planning sheets, braille writing sheets, and braille writing device (e.g., braillewriter, slate and stylus). Do not open your test book.</p>
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SAY	<p>Now, we will review the materials you will use during the ELA Writing Retake. Each of your four braille planning sheets should include your first and last names, your district name, your school name, your grade level, and the words “ELA Writing Retake.” You may use these planning sheets to jot down ideas, plan, and organize (<i>prewrite, cluster, map, or web</i>) what you’ll write. It is important to use the planning sheets to plan what you will write, but make sure that you complete your response on your four final writing sheets. The writing on your planning sheets will not be scored. Only the writing on your four final writing sheets will be scored.</p> <p>Now, locate your Testing Rules Acknowledgment Sheet. Please listen as I read the testing rules. During this test, you must not:</p> <ul style="list-style-type: none"> • talk to other students or make any disturbance • ask for help writing your response • give help to another student in writing his or her response • have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them • fail to follow any other instructions given <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the writing prompt or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</p> <p>Now, braille your initials or sign your name on the signature line to indicate that you understand the testing rules.</p>
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Pause while students braille their initials or sign their names on their Testing Rules Acknowledgment Sheets. If a student does not initial or sign the Testing Rules Acknowledgment Sheet, contact your school assessment coordinator.

SAY	<p>Read each passage carefully and respond completely to the writing prompt. Your writing should show that you can organize and express your thoughts clearly and that you have responded completely to the writing prompt.</p> <p>After using the braille planning sheets to plan what you will write, you will begin writing on your final braille writing sheets. Your writing does not need to fill all four braille writing sheets, but you should respond completely to the prompt. Your writing must fit on the final writing sheets.</p> <p>You may not use a dictionary. If you aren’t sure how to spell a word, spell it the best way you can.</p>
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SAY	<p>While using your braille writing device, be sure to check your work at the same time you are developing your writing response. If you need to make a change, erase completely using the full braille cell (dots 1, 2, 3, 4, 5, and 6). Do not rub out braille dots and do not braille on top of previous braille dots. If you are checking your work while using your electronic braille notetaker, use the insert and delete features as needed.</p> <p>If you finish early, check (<i>proofread</i>) your work and make corrections to improve your writing. When using your braillewriter to expand a paragraph or correct the spelling of a word, write a note at the end of your writing response to the transcribers, in braille, that describes your changes. Be sure to include in your writing where you would like the changes to be made. For example, write “Note to transcriber: At end of second paragraph, add this wording . . .” or “Note to transcriber: Correct spelling of the word ‘nation’ in paragraph 4, sentence 6.”</p> <p>When you are finished, close your FSA ELA Writing Retake Test Book, place your braille planning sheets, final braille writing sheets, and Testing Rules Acknowledgment Sheet under your test book, and sit quietly until I tell you that this test has ended.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	Now, open your test book to regular print page 4 and begin working.
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During testing, do not use cell phones, classroom phones, or computers (except to contact your school assessment coordinator). Do not check email, grade papers, etc. Your full attention should be on students **at all times**. Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content, planning sheets, and final writing sheets before, during, and after the test.

Ensure that students who use their planning sheets allow enough time to write a complete response on their final writing sheets. Students using a word processor must use no more than one and one-half typewritten pages with a 12-point font for their final writing responses. Features designed to check spelling or grammar must not be used.

Provide breaks as necessary. **You are responsible for maintaining the security of the test during any breaks. If an extended break such as lunch occurs, all braille test materials should be collected, verified, and returned to the school assessment coordinator until testing resumes.** Make sure that students are not discussing the test or exchanging information about the test in the testing room, hallways, bathrooms, lunchroom, etc. **Students should not be given access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**

If any students are still working 10 minutes before the end of the school day,

SAY	You have 10 minutes to complete this test.
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After 10 more minutes,

SAY	Stop. Close your test book. Place your braille planning sheets, final braille writing sheets, and Testing Rules Acknowledgment Sheet under your test book.
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Complete the following steps:

1. Make sure that each student returns his or her braille FSA ELA Writing Retake Test Book, braille planning sheets, final braille writing sheets, and Testing Rules Acknowledgment Sheet, and indicate on your record of required administration information that each test book has been returned.
2. Make sure the student's first and last names, district name, school name, grade level, and the words "ELA Writing Retake" are printed on each final braille writing sheet, on each braille planning sheet, and on the Testing Rules Acknowledgment Sheet.
3. Make sure the final braille writing sheets are numbered consecutively or stapled together in the proper order.
4. Ensure that a PreID label has been applied and all information on the front of each student's regular print test and answer book has been filled in accurately and completely.
5. Record the accommodations provided to each student and the accommodations used by each student on your record of required administration information. For each student who tested using braille materials, ensure that flexible presentation, flexible responding, and any other category of accommodations used during the test are recorded. Use the following accommodations codes to record this information:
For ESE/504 students:
 - 1-FP = Flexible Presentation
 - 1-FR = Flexible Responding
 - 1-FSC = Flexible Scheduling
 - 1-FSE = Flexible Setting
 - 1-AD = Assistive Devices
6. Return materials to your school assessment coordinator as described on page 32 of this document.

Script for Administering the Braille FSA ELA Reading Retake

Session 1

The Braille Notes for the FSA ELA Reading Retake are packaged with the braille test materials. It is very important that you read through the Braille Notes carefully before administering the test and that you use them, as appropriate, during the test administration. Additional instructions for braille test administrators are provided on pages 29–32 of this document.

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Prior to the test administration, make sure the student’s first and last names, district name, school name, and grade level are written on the front cover of his or her braille FSA ELA Reading Retake Session 1 Test Book. Make sure the student’s first and last names, district name, school name, grade level, and the words “ELA Reading Retake” are included on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.
- Provide individual student restroom and stretch breaks as needed, and maintain the security of the test during breaks. Students should not discuss the test or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- Students must complete each session of the FSA ELA Reading Retake within one school day or within the amount of time allowed on their Individual Educational Plans (IEPs).

SAY	<p>Today, you are going to take Session 1 of the FSA ELA Reading Retake.</p> <p>You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Distribute the braille FSA ELA Reading Retake Session 1 Test Books, braille answer sheets, and Testing Rules Acknowledgment sheets.

SAY	<p>The only things on your desk should be your FSA ELA Reading Retake Session 1 Test Book, Testing Rules Acknowledgment Sheet, braille answer sheets, and braille writing device (e.g., braillewriter, slate and stylus). Do not open your test book.</p> <p>Now, locate your Testing Rules Acknowledgment Sheet. Please listen as I read the testing rules. During this test session, you must not:</p> <ul style="list-style-type: none"> • go on to Session 2 • talk to other students or make any disturbance • ask for help answering test questions • give help to another student in answering test questions • have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them • fail to follow any other instructions given <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</p> <p>Now, braille your initials or sign your name on the signature line to indicate that you understand the testing rules.</p>
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Pause while students braille their initials or sign their names on their Testing Rules Acknowledgment Sheets. If a student does not initial or sign the Testing Rules Acknowledgment Sheet, contact your school assessment coordinator.

SAY	<p>Open your Session 1 test book to regular print page 3. You may work only in Session 1.</p> <p>On regular print page 3 you'll find a Table of Contents with page numbers to help you locate the articles, stories, or poems in Session 1. Now, close your test book.</p> <p>This test includes reading passages and several types of items. Listen carefully as I explain how to complete the different types of items that may appear on this test.</p> <p>For multiple-choice items, choose the best answer from the answer choices, and write your choice for one correct answer on the braille paper provided.</p> <p>For multiselect items, choose the specified number of correct answers (i.e., more than one) from the answer choices, and write your choices for more than one correct answer on the braille paper provided. Be sure to read the item carefully to know how many correct answers to choose.</p>
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SAY	<p>For editing tasks, choose the correct word or phrase to fill in each blank in a passage. For each blank, write the letter that corresponds to the correct word or phrase. If there are multiple blanks in an item, be sure to label your answer choice for each blank (e.g., blank 1, blank 2).</p> <p>For multi-part items, write your responses to two or more related questions on the braille paper provided. The parts of the item may be either multiple-choice (one correct answer) or multiselect (more than one correct answer), so be sure to read the item carefully to know how many correct answers to choose.</p> <p>For items associated with audio passages, you will need to listen to an audio passage in order to respond to the associated test items. Raise your hand, and I will provide you access to the audio passage.</p> <p>Write your answers on the braille paper provided. If you change your answer, use the full braille cell to erase completely.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>When you come to the word STOP, you have finished Session 1. Remember to go back and check your answers. It is very important that you do not go on to Session 2.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	Open your test book to regular print page 4 and begin working.
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During testing, do not use cell phones, classroom phones, or computers (except to contact your school assessment coordinator). Do not check email, grade papers, etc. Your full attention should be on students **at all times**. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test books and answer sheets before, during, and after the test.

Provide breaks as necessary. **You are responsible for maintaining the security of the test during any breaks. If an extended break such as lunch occurs, all braille test materials should be collected, verified, and returned to the school assessment coordinator until testing resumes.** Make sure that students are not discussing the test or exchanging information about the test in the testing room, hallways, bathrooms, lunchroom, etc. **Students should not be given access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.**

If any students are still working 10 minutes before the end of the school day,

SAY	You have 10 minutes to complete Session 1.
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After 10 more minutes,

SAY	Stop. Close your test book and place your braille answer sheets under your test book.
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Complete the following steps:

1. Make sure that each student returns his or her braille test book, braille answer sheets, and Testing Rules Acknowledgment Sheet, and indicate on your record of required administration information that each book has been returned.
2. Make sure that the student’s first and last names, district name, school name, grade level, and the words “ELA Reading Retake” are printed on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.
3. Make sure that the final braille answer sheets are numbered consecutively or stapled together in the proper order.
4. Ensure that a PreID label has been applied and all information on the front of each student’s regular print test and answer book has been filled in accurately and completely.
5. Record the Session 1 test group code on the front of each student’s regular print FSA ELA Reading Retake test and answer book. Grid the corresponding bubbles.
6. Record the accommodations provided to each student and the accommodations used by each student on your record of required administration information. For each student who tested using braille materials, ensure that you record flexible presentation, flexible responding, and any other category of accommodations used during this test session. Use the following accommodations codes to record this information:

For ESE/504 students:

- 1-FP = Flexible Presentation
 - 1-FR = Flexible Responding
 - 1-FSC = Flexible Scheduling
 - 1-FSE = Flexible Setting
 - 1-AD = Assistive Devices
7. Return all materials to your school assessment coordinator until the beginning of Session 2.

Script for Administering the Braille FSA ELA Reading Retake

Session 2

The Braille Notes for the FSA ELA Reading Retake are packaged with the braille test materials. It is very important that you read through the Braille Notes carefully before administering the test and that you use them, as appropriate, during the test administration. Additional instructions for braille test administrators are provided on pages 29–32 of this document.

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Prior to the test administration, make sure the student’s first and last names, district name, school name, and grade level are written on the front cover of his or her braille FSA ELA Reading Retake Session 2 Test Book. Make sure the student’s first and last names, district name, school name, grade level, and the words “ELA Reading Retake” are included on each braille answer sheet.
- Provide individual student restroom and stretch breaks as needed, and maintain the security of the test during breaks. Students should not discuss the test or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- Students must complete each session of the FSA ELA Reading Retake test within one school day or within the amount of time allowed on their IEPs.

SAY	Today, you are going to take Session 2 of the FSA ELA Reading Retake. If you have not taken Session 1 of the ELA Reading Retake, please raise your hand.
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If a student raises his or her hand, contact your school assessment coordinator.

SAY	You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Distribute the braille FSA ELA Reading Retake Session 2 Test Books and braille answer sheets.

SAY	<p>The only things on your desk should be your FSA ELA Reading Retake Session 2 Test Book, braille answer sheets, and braille writing device (e.g., braillewriter, slate and stylus). You may not return to or change any answers from Session 1.</p> <p>Open your Session 2 test book to regular print page 43. You may work only in Session 2.</p> <p>On regular print page 43 you'll find a Table of Contents with page numbers to help you locate the articles, stories, or poems in Session 2. Now, close your test book.</p> <p>Remember, this test includes reading passages and several types of items. Listen carefully as I explain how to complete the different types of items that may appear on this test.</p> <p>For multiple-choice items, choose the best answer from the answer choices, and write your choice for one correct answer on the braille paper provided.</p> <p>For multiselect items, choose the specified number of correct answers (i.e., more than one) from the answer choices, and write your choices for more than one correct answer on the braille paper provided. Be sure to read the item carefully to know how many correct answers to choose.</p> <p>For editing tasks, choose the correct word or phrase to fill in each blank in a passage. For each blank, write the letter that corresponds to the correct word or phrase. If there are multiple blanks in an item, be sure to label your answer choice for each blank (e.g., blank 1, blank 2).</p> <p>For multi-part items, write your responses to two or more related questions on the braille paper provided. The parts of the item may be either multiple-choice (one correct answer) or multiselect (more than one correct answer), so be sure to read the item carefully to know how many correct answers to choose.</p> <p>For items associated with audio passages, you will need to listen to an audio passage in order to respond to the associated test items. Raise your hand, and I will provide you access to the audio passage.</p> <p>Write your answers on the braille paper provided. If you change your answer, use the full braille cell to erase completely.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>When you come to the word STOP, you have finished Session 2. Remember to go back and check your answers in Session 2 only. It is very important that you do not go back and work in Session 1.</p>
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SAY	<p>Before taking Session 1 of this test, you brailled your initials or signed your name on the Testing Rules Acknowledgment Sheet to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test session you must not:</p> <ul style="list-style-type: none"> • work in Session 1 • talk to other students or make any disturbance • ask for help answering test questions • give help to another student in answering test questions • have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them • fail to follow any other instructions given <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. Remember, this includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	Open your test book to regular print page 44 and begin working.
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During testing, do not use cell phones, classroom phones, or computers (except to contact your school assessment coordinator). Do not check email, grade papers, etc. Your full attention should be on students **at all times**. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test books and answer sheets before, during, and after the test.

Provide breaks as necessary. **You are responsible for maintaining the security of the test during any breaks. If an extended break such as lunch occurs, all braille test materials should be collected, verified, and returned to the school assessment coordinator until testing resumes.** Make sure that students are not discussing the test or exchanging information about the test in the testing room, hallways, bathrooms, lunchroom, etc. **Students should not be given access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**

If any students are still working 10 minutes before the end of the school day,

SAY	You have 10 minutes to complete Session 2.
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After 10 more minutes,

SAY	Stop. Close your test book and place your braille answer sheets under your test book.
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Complete the following steps:

1. Make sure that each student returns his or her braille test book and braille answer sheets, and indicate on your record of required administration information that each book has been returned.
2. Make sure that the student’s first and last names, district name, school name, grade level, and the words “ELA Reading Retake” are printed on each braille answer sheet.
3. Make sure that the final braille answer sheets are numbered consecutively or stapled together in the proper order.
4. Record the Session 2 test group code on the front of each student’s regular print FSA ELA Reading Retake test and answer book. Grid the corresponding bubbles.
5. Record the accommodations provided to each student and the accommodations used by each student on your record of required administration information. For each student who tested using braille materials, ensure that you record flexible presentation, flexible responding, and any other category of accommodations used during this test session. Use the following accommodations codes to record this information:

For ESE/504 students:

- 1-FP = Flexible Presentation
 - 1-FR = Flexible Responding
 - 1-FSC = Flexible Scheduling
 - 1-FSE = Flexible Setting
 - 1-AD = Assistive Devices
6. Return all materials to your school assessment coordinator, as described on page 32 of this document.

Script for Administering the Braille FSA Algebra 1 EOC Assessment

Session 1

Calculators are not permitted for this test session. Do not distribute calculators until the beginning of Session 2.

The Braille Notes for the FSA Algebra 1 EOC Assessment are packaged with the braille test materials. It is very important that you read through the Braille Notes carefully before administering the test and that you use them, as appropriate, during the test administration. Additional instructions for braille test administrators are provided on pages 29–32 of this document.

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Prior to the test administration, make sure the student’s first and last names, district name, school name, and grade level are written on the front cover of his or her braille FSA Algebra 1 EOC Session 1 Test Book. Make sure the student’s first and last names, district name, school name, grade level, and the words “Algebra 1” are included on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.
- Provide individual student restroom and stretch breaks as needed, and maintain the security of the test during breaks. Students should not discuss the test or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- Students must complete each session of the Algebra 1 EOC Assessment within one school day or within the amount of time allowed on their Individual Educational Plans (IEPs).

SAY	<p>Today, you are going to take Session 1 of the FSA Algebra 1 End-of-Course Assessment.</p> <p>Calculators are not allowed during this test session. If you have a calculator, raise your hand and I will collect it. <i>(Pause.)</i></p> <p>You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Distribute the braille FSA Algebra 1 EOC Session 1 Test Books, braille answer sheets, and Testing Rules Acknowledgment sheets.

SAY	<p>The only things on your desk should be your FSA Algebra 1 EOC Assessment Session 1 Test Book, Testing Rules Acknowledgment Sheet, braille answer sheets, and braille writing device (e.g., braillewriter, slate and stylus). Do not open your test book.</p> <p>Now, locate your Testing Rules Acknowledgment Sheet. Please listen as I read the testing rules. During this test session, you must not:</p> <ul style="list-style-type: none"> • go on to Session 2 • talk to other students or make any disturbance • ask for help answering test questions • give help to another student in answering test questions • have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them • fail to follow any other instructions given <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</p> <p>Now, braille your initials or sign your name on the signature line to indicate that you understand the testing rules.</p>
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Pause while students braille their initials or sign their names on their Testing Rules Acknowledgment Sheets. If a student does not initial or sign the Testing Rules Acknowledgment Sheet, contact your school assessment coordinator.

SAY	<p>Open your Session 1 test book to regular print page 5 and find the <i>Algebra 1 EOC FSA Mathematics Reference Sheet</i>. The reference sheet contains formulas and conversions you may need to respond to the test items. During the test, use the tab on the edge of regular print page 5 to help you find the reference sheet. You may refer to the reference sheet at any time during the test.</p> <p>Turn to regular print page 6–7. You may work only in Session 1. Now, close your test book.</p> <p>This test includes several types of items. Listen carefully as I explain how to complete the different types of items that may appear on this test.</p> <p>For multiple-choice items, choose the best answer from the answer choices, and write your choice for one correct answer on the braille paper provided.</p>
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SAY	<p>For multiselect items, choose more than one correct answer from the answer choices, and write your choices for more than one correct answer on the braille paper provided. Be sure to read the item carefully to know how many correct answers to choose.</p> <p>For matching items, read the directions carefully to understand how to respond to the item. Follow the instructions to respond to the item, and write your answers on the braille paper provided.</p> <p>For response grid items, do the following:</p> <ol style="list-style-type: none"> 1. Work the problem and find an answer. 2. Write your answer on the braille paper provided. If you change your answer, use the full braille cell to erase completely. 3. When answering a question with a response grid, the number of positions that may be used in your answer is found in a transcriber’s note at the end of each RG question. These positions may be filled with digits (numbers) or symbols (decimal point or fraction line or negative sign). Only the middle five positions can be a fraction line. The fraction line may not appear in the first position or in the last position. 4. When a percent is required to answer a question, do not convert the percent to its decimal or fractional equivalent. Write the percent value without the % symbol. Do the same with dollar amounts. Do not write a mixed number, such as $13\frac{1}{4}$, for the answer. Change the mixed number to an equivalent fraction, such as $\frac{53}{4}$. If $13\frac{1}{4}$ were written as your answer, it would be scored as $\frac{131}{4}$ and would be counted as wrong. <p>Be sure to read each item carefully so you’ll understand how to respond correctly. If you change your answer, use the full braille cell to erase completely.</p> <p>Use the braille paper provided to do your work. When answering mathematics questions, it is important that you write the word “answer” in front of your final answer. This will help others to know the difference between your answer and your mathematics work.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>When you come to the word STOP, you have finished Session 1. Remember to go back and check your work. It is very important that you do not go on to Session 2.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	Open your test book to regular print page 8 and begin working.
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During testing, do not use cell phones, classroom phones, or computers (except to contact your school assessment coordinator). Do not check email, grade papers, etc. Your full attention should be on students **at all times**. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test books and answer sheets before, during, and after the test.

Provide breaks as necessary. **You are responsible for maintaining the security of the test during any breaks. If an extended break such as lunch occurs, all braille test materials should be collected, verified, and returned to the school assessment coordinator until testing resumes.** Make sure that students are not discussing the test or exchanging information about the test in the testing room, hallways, bathrooms, lunchroom, etc. **Students should not be given access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**

If any students are still working 10 minutes before the end of the school day,

SAY	You have 10 minutes to complete Session 1.
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After 10 more minutes,

SAY	Stop. Close your test book and place your braille answer sheets under your test book.
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Complete the following steps:

1. Make sure that each student returns his or her braille test book, braille answer sheets, and Testing Rules Acknowledgment Sheet, and indicate on your record of required administration information that each book has been returned.
2. Make sure that the student’s first and last names, district name, school name, grade level, and the words “Algebra 1” are printed on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.
3. Make sure that the final braille answer sheets are numbered consecutively or stapled together in the proper order.
4. Ensure that a PreID label has been applied and all information on the front of each student’s regular print test and answer book has been filled in accurately and completely.
5. Record the Session 1 test group code on the front of each student’s regular print FSA Algebra 1 EOC Assessment test and answer book. Grid the corresponding bubbles.
6. Record the accommodations provided to each student and the accommodations used by each student on your record of required administration information. For each student who tested using braille materials, ensure that you record flexible presentation, flexible responding, and any other category of accommodations used during this test session. Use the following accommodations codes to record this information:

For ESE/504 students:

- 1-FP = Flexible Presentation
 - 1-FR = Flexible Responding
 - 1-FSC = Flexible Scheduling
 - 1-FSE = Flexible Setting
 - 1-AD = Assistive Devices
7. Return all materials to your school assessment coordinator until the beginning of Session 2.

Script for Administering the Braille FSA Algebra 1 EOC Assessment

Session 2

Students must have approved talking calculators for this test session. Ensure that calculators are available for all students in your testing room.

The Braille Notes for the FSA Algebra 1 EOC Assessment are packaged with the braille test materials. It is very important that you read through the Braille Notes carefully before administering the test and that you use them, as appropriate, during the test administration. Additional instructions for braille test administrators are provided on pages 29–32 of this document.

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Prior to the test administration, make sure the student’s first and last names, district name, school name, and grade level are written on the front cover of his or her braille FSA Algebra 1 EOC Session 2 Test Book. Make sure the student’s first and last names, district name, school name, grade level, and the words “Algebra 1” are included on each braille answer sheet.
- Provide individual student restroom and stretch breaks as needed, and maintain the security of the test during breaks. Students should not discuss the test or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- Students must complete each session of the Algebra 1 EOC Assessment within one school day or within the amount of time allowed on their IEPs.

SAY	Today, you are going to take Session 2 of the FSA Algebra 1 End-of-Course Assessment. If you have not taken Session 1 of the Algebra 1 EOC Assessment, please raise your hand.
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If a student raises his or her hand, contact your school assessment coordinator.

SAY	You may not have any electronic or recording devices, other than your calculator, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Distribute the braille FSA Algebra 1 EOC Session 2 Test Books, braille answer sheets, and approved talking calculators.

SAY	<p>The only things on your desk should be your FSA Algebra 1 EOC Assessment Session 2 Test Book, braille answer sheets, braille writing device (e.g., braillewriter, slate and stylus), and approved talking calculator. You may not return to or change any answers from Session 1.</p> <p>Open your Session 2 test book to regular print page 5 and find the <i>Algebra 1 EOC FSA Mathematics Reference Sheet</i>. During the test, use the tab on the edge of regular print page 5 to help you find the reference sheet. You may refer to the reference sheet at any time during the test.</p> <p>Turn to regular print page 35. You may work only in Session 2. Now, close your test book.</p> <p>Remember, this test includes different types of items. Listen carefully as I explain how to complete the different types of items that may appear on this test.</p> <p>For multiple-choice items, choose the best answer from the answer choices, and write your choice for one correct answer on the braille paper provided.</p> <p>For multiselect items, choose more than one correct answer from the answer choices, and write your choices for more than one correct answer on the braille paper provided. Be sure to read the item carefully to know how many correct answers to choose.</p> <p>For matching items, read the directions carefully to understand how to respond to the item. Follow the instructions to respond to the item, and write your answers on the braille paper provided.</p> <p>For response grid items, do the following:</p> <ol style="list-style-type: none"> 1. Work the problem and find an answer. 2. Write your answer on the braille paper provided. If you change your answer, use the full braille cell to erase completely. 3. When answering a question with a response grid, the number of positions that may be used in your answer is found in a transcriber’s note at the end of each RG question. These positions may be filled with digits (numbers) or symbols (decimal point or fraction line or negative sign). Only the middle five positions can be a fraction line. The fraction line may not appear in the first position or in the last position. 4. When a percent is required to answer a question, do not convert the percent to its decimal or fractional equivalent. Write the percent value without the % symbol. Do the same with dollar amounts. Do not write a mixed number, such as $13\frac{1}{4}$, for the answer. Change the mixed number to an equivalent fraction, such as $\frac{53}{4}$. If $13\frac{1}{4}$ were written as your answer, it would be scored as $\frac{131}{4}$ and would be counted as wrong. <p>Be sure to read each item carefully so you’ll understand how to respond correctly. If you change your answer, use the full braille cell to erase completely.</p> <p>Use the braille paper provided to do your work. When answering mathematics questions, it is important that you write the word “answer” in front of your final answer. This will help others to know the difference between your answer and your mathematics work.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>When you come to the word STOP, you have finished Session 2. Remember to go back and check your work in Session 2 only. It is very important that you do not go back and work in Session 1.</p> <p>Before taking Session 1 of this test, you brailled your initials or signed your name on the Testing Rules Acknowledgment Sheet to indicate that you understand the testing rules. These testing rules are also in place for this test session. Please remember that during this test session you must not:</p> <ul style="list-style-type: none"> • work in Session 1 • talk to other students or make any disturbance • ask for help answering test questions • give help to another student in answering test questions • have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them • fail to follow any other instructions given <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. Remember, this includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	Open your test book to regular print page 36 and begin working.
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During testing, do not use cell phones, classroom phones, or computers (except to contact your school assessment coordinator). Do not check email, grade papers, etc. Your full attention should be on students **at all times**. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test books and answer sheets before, during, and after the test.

Provide breaks as necessary. **You are responsible for maintaining the security of the test during any breaks. If an extended break such as lunch occurs, all braille test materials should be collected, verified, and returned to the school assessment coordinator until testing resumes.** Make sure that students are not discussing the test or exchanging information about the test in the testing room, hallways, bathrooms, lunchroom, etc. **Students should not be given access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.**

If any students are still working 10 minutes before the end of the school day,

SAY	You have 10 minutes to complete Session 2.
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After 10 more minutes,

SAY	Stop. Close your test book and place your braille answer sheets under your test book.
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Complete the following steps:

1. Make sure that each student returns his or her braille test book, braille answer sheets, and calculator, and indicate on your record of required administration information that each book has been returned.
2. Make sure that the student’s first and last names, district name, school name, grade level, and the words “Algebra 1” are printed on each braille answer sheet.
3. Make sure that the final braille answer sheets are numbered consecutively or stapled together in the proper order.
4. Record the Session 2 test group code on the front of each student’s regular print FSA Algebra 1 EOC Assessment test and answer book. Grid the corresponding bubbles.
5. Record the accommodations provided to each student and the accommodations used by each student on your record of required administration information. For each student who tested using braille materials, ensure that you record flexible presentation, flexible responding, and any other category of accommodations used during this test session. Use the following accommodations codes to record this information:

For ESE/504 students:

- 1-FP = Flexible Presentation
 - 1-FR = Flexible Responding
 - 1-FSC = Flexible Scheduling
 - 1-FSE = Flexible Setting
 - 1-AD = Assistive Devices
6. Return all materials to your school assessment coordinator, as described on page 32 of this document.

Script for Administering the Braille FSA Geometry EOC Assessment

Session 1

Calculators are not permitted for this test session. Do not distribute calculators until the beginning of Session 2.

The Braille Notes for the FSA Geometry EOC Assessment are packaged with the braille test materials. It is very important that you read through the Braille Notes carefully before administering the test and that you use them, as appropriate, during the test administration. Additional instructions for braille test administrators are provided on pages 29–32 of this document.

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Prior to the test administration, make sure the student’s first and last names, district name, school name, and grade level are written on the front cover of his or her braille FSA Geometry EOC Session 1 Test Book. Make sure the student’s first and last names, district name, school name, grade level, and the word “Geometry” are included on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.
- Provide individual student restroom and stretch breaks as needed, and maintain the security of the test during breaks. Students should not discuss the test or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- Students must complete each session of the Geometry EOC Assessment within one school day or within the amount of time allowed on their Individual Educational Plans (IEPs).

SAY	<p>Today, you are going to take Session 1 of the FSA Geometry End-of-Course Assessment.</p> <p>Calculators are not allowed during this test session. If you have a calculator, raise your hand and I will collect it. <i>(Pause.)</i></p> <p>You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Distribute the braille FSA Geometry EOC Session 1 Test Books, braille answer sheets, and Testing Rules Acknowledgment sheets.

SAY	<p>The only things on your desk should be your FSA Geometry EOC Assessment Session 1 Test Book, Testing Rules Acknowledgment Sheet, braille answer sheets, and braille writing device (e.g., braillewriter, slate and stylus). Do not open your test book.</p> <p>Now, locate your Testing Rules Acknowledgment Sheet. Please listen as I read the testing rules. During this test session, you must not:</p> <ul style="list-style-type: none"> • go on to Session 2 • talk to other students or make any disturbance • ask for help answering test questions • give help to another student in answering test questions • have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them • fail to follow any other instructions given <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</p> <p>Now, braille your initials or sign your name on the signature line to indicate that you understand the testing rules.</p>
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Pause while students braille their initials or sign their names on their Testing Rules Acknowledgment Sheets. If a student does not initial or sign the Testing Rules Acknowledgment Sheet, contact your school assessment coordinator.

SAY	<p>Open your Session 1 test book to regular print pages 5 through 6 and find the <i>Geometry EOC FSA Mathematics Reference Sheet</i>. The reference sheet contains formulas and conversions you may need to respond to the test items. During the test, use the tab on the edge of regular print pages 5 through 6 to help you find the reference sheet. You may refer to the reference sheet at any time during the test.</p> <p>Turn to regular print page 7. You may work only in Session 1. Now, close your test book.</p> <p>This test includes several types of items. Listen carefully as I explain how to complete the different types of items that may appear on this test.</p> <p>For multiple-choice items, choose the best answer from the answer choices, and write your choice for one correct answer on the braille paper provided.</p>
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SAY	<p>For multiselect items, choose more than one correct answer from the answer choices, and write your choices for more than one correct answer on the braille paper provided. Be sure to read the item carefully to know how many correct answers to choose.</p> <p>For matching items, read the directions carefully to understand how to respond to the item. Follow the instructions to respond to the item, and write your answers on the braille paper provided.</p> <p>For response grid items, do the following:</p> <ol style="list-style-type: none"> 1. Work the problem and find an answer. 2. Write your answer on the braille paper provided. If you change your answer, use the full braille cell to erase completely. 3. When answering a question with a response grid, the number of positions that may be used in your answer is found in a transcriber’s note at the end of each RG question. These positions may be filled with digits (numbers) or symbols (decimal point or fraction line or negative sign). Only the middle five positions can be a fraction line. The fraction line may not appear in the first position or in the last position. 4. When a percent is required to answer a question, do not convert the percent to its decimal or fractional equivalent. Write the percent value without the % symbol. Do the same with dollar amounts. Do not write a mixed number, such as $13\frac{1}{4}$, for the answer. Change the mixed number to an equivalent fraction, such as $\frac{53}{4}$. If $13\frac{1}{4}$ were written as your answer, it would be scored as $\frac{131}{4}$ and would be counted as wrong. <p>Be sure to read each item carefully so you’ll understand how to respond correctly. If you change your answer, use the full braille cell to erase completely.</p> <p>Use the braille paper provided to do your work. When answering mathematics questions, it is important that you write the word “answer” in front of your final answer. This will help others to know the difference between your answer and your mathematics work.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>When you come to the word STOP, you have finished Session 1. Remember to go back and check your work. It is very important that you do not go on to Session 2.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	Open your test book to regular print page 8 and begin working.
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During testing, do not use cell phones, classroom phones, or computers (except to contact your school assessment coordinator). Do not check email, grade papers, etc. Your full attention should be on students **at all times**. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test books and answer sheets before, during, and after the test.

Provide breaks as necessary. **You are responsible for maintaining the security of the test during any breaks. If an extended break such as lunch occurs, all braille test materials should be collected, verified, and returned to the school assessment coordinator until testing resumes.** Make sure that students are not discussing the test or exchanging information about the test in the testing room, hallways, bathrooms, lunchroom, etc. **Students should not be given access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**

If any students are still working 10 minutes before the end of the school day,

SAY	You have 10 minutes to complete Session 1.
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After 10 more minutes,

SAY	Stop. Close your test book and place your braille answer sheets under your test book.
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Complete the following steps:

1. Make sure that each student returns his or her braille test book, braille answer sheets, and Testing Rules Acknowledgment Sheet, and indicate on your record of required administration information that each book has been returned.
2. Make sure that the student’s first and last names, district name, school name, grade level, and the word “Geometry” are printed on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.
3. Make sure that the final braille answer sheets are numbered consecutively or stapled together in the proper order.
4. Ensure that a PreID label has been applied and all information on the front of each student’s regular print test and answer book has been filled in accurately and completely.
5. Record the Session 1 test group code on the front of each student’s regular print FSA Geometry EOC Assessment test and answer book. Grid the corresponding bubbles.
6. Record the accommodations provided to each student and the accommodations used by each student on your record of required administration information. For each student who tested using braille materials, ensure that you record flexible presentation, flexible responding, and any other category of accommodations used during this test session. Use the following accommodations codes to record this information:

For ESE/504 students:

- 1-FP = Flexible Presentation
 - 1-FR = Flexible Responding
 - 1-FSC = Flexible Scheduling
 - 1-FSE = Flexible Setting
 - 1-AD = Assistive Devices
7. Return all materials to your school assessment coordinator until the beginning of Session 2.

Script for Administering the Braille FSA Geometry EOC Assessment

Session 2

Students must have approved talking calculators for this test session. Ensure that calculators are available for all students in your testing room.

The Braille Notes for the FSA Geometry EOC Assessment are packaged with the braille test materials. It is very important that you read through the Braille Notes carefully before administering the test and that you use them, as appropriate, during the test administration. Additional instructions for braille test administrators are provided on pages 29–32 of this document.

During this test session, remember the following:

- Ensure that you have a Security Log, a form to collect required administration information, and a seating chart for your room. Remember to maintain these documents during testing.
- Prior to the test administration, make sure the student’s first and last names, district name, school name, and grade level are written on the front cover of his or her braille FSA Geometry EOC Session 2 Test Book. Make sure the student’s first and last names, district name, school name, grade level, and the word “Geometry” are included on each braille answer sheet.
- Provide individual student restroom and stretch breaks as needed, and maintain the security of the test during breaks. Students should not discuss the test or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**
- Students must complete each session of the Geometry EOC Assessment within one school day or within the amount of time allowed on their IEPs.

SAY	Today, you are going to take Session 2 of the FSA Geometry End-of-Course Assessment. If you have not taken Session 1 of the Geometry EOC Assessment, please raise your hand.
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If a student raises his or her hand, contact your school assessment coordinator.

SAY	You may not have any electronic or recording devices, other than your calculator, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, MP3 players, cameras, and any device capable of recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Distribute the braille FSA Geometry EOC Session 2 Test Books, braille answer sheets, and approved talking calculators.

SAY	<p>The only things on your desk should be your FSA Geometry EOC Assessment Session 2 Test Book, braille answer sheets, braille writing device (e.g., braillewriter, slate and stylus), and approved talking calculator. You may not return to or change any answers from Session 1.</p> <p>Open your Session 2 test book to regular print pages 5 through 6 and find the <i>Geometry EOC FSA Mathematics Reference Sheet</i>. During the test, use the tab on the edge of regular print pages 5 through 6 to help you find the reference sheet. You may refer to the reference sheet at any time during the test.</p> <p>Turn to regular print page 43. You may work only in Session 2. Now, close your test book.</p> <p>Remember, this test includes different types of items. Listen carefully as I explain how to complete the different types of items that may appear on this test.</p> <p>For multiple-choice items, choose the best answer from the answer choices, and write your choice for one correct answer on the braille paper provided.</p> <p>For multiselect items, choose more than one correct answer from the answer choices, and write your choices for more than one correct answer on the braille paper provided. Be sure to read the item carefully to know how many correct answers to choose.</p> <p>For matching items, read the directions carefully to understand how to respond to the item. Follow the instructions to respond to the item, and write your answers on the braille paper provided.</p> <p>For response grid items, do the following:</p> <ol style="list-style-type: none"> 1. Work the problem and find an answer. 2. Write your answer on the braille paper provided. If you change your answer, use the full braille cell to erase completely. 3. When answering a question with a response grid, the number of positions that may be used in your answer is found in a transcriber’s note at the end of each RG question. These positions may be filled with digits (numbers) or symbols (decimal point or fraction line or negative sign). Only the middle five positions can be a fraction line. The fraction line may not appear in the first position or in the last position. 4. When a percent is required to answer a question, do not convert the percent to its decimal or fractional equivalent. Write the percent value without the % symbol. Do the same with dollar amounts. Do not write a mixed number, such as $13\frac{1}{4}$, for the answer. Change the mixed number to an equivalent fraction, such as $\frac{53}{4}$. If $13\frac{1}{4}$ were written as your answer, it would be scored as $\frac{131}{4}$ and would be counted as wrong. <p>Be sure to read each item carefully so you’ll understand how to respond correctly. If you change your answer, use the full braille cell to erase completely.</p> <p>Use the braille paper provided to do your work. When answering mathematics questions, it is important that you write the word “answer” in front of your final answer. This will help others to know the difference between your answer and your mathematics work.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>When you come to the word STOP, you have finished Session 2. Remember to go back and check your work in Session 2 only. It is very important that you do not go back and work in Session 1.</p> <p>Before taking Session 1 of this test, you brailled your initials or signed your name on the Testing Rules Acknowledgment Sheet to indicate that you understand the testing rules. These testing rules are also in place for this test session. Please remember that during this test session you must not:</p> <ul style="list-style-type: none"> • work in Session 1 • talk to other students or make any disturbance • ask for help answering test questions • give help to another student in answering test questions • have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them • fail to follow any other instructions given <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. Remember, this includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	Open your test book to regular print page 44 and begin working.
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During testing, do not use cell phones, classroom phones, or computers (except to contact your school assessment coordinator). Do not check email, grade papers, etc. Your full attention should be on students **at all times**. Although it is your responsibility to ensure that students are working independently and in the correct session, you are prohibited from reading the contents of the test books and answer sheets before, during, and after the test.

Provide breaks as necessary. **You are responsible for maintaining the security of the test during any breaks. If an extended break such as lunch occurs, all braille test materials should be collected, verified, and returned to the school assessment coordinator until testing resumes.** Make sure that students are not discussing the test or exchanging information about the test in the testing room, hallways, bathrooms, lunchroom, etc. **Students should not be given access to electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.**

If any students are still working 10 minutes before the end of the school day,

SAY	You have 10 minutes to complete Session 2.
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After 10 more minutes,

SAY	Stop. Close your test book and place your braille answer sheets under your test book.
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Complete the following steps:

1. Make sure that each student returns his or her braille test book, braille answer sheets, and calculator, and indicate on your record of required administration information that each book has been returned.
2. Make sure that the student’s first and last names, district name, school name, grade level, and the word “Geometry” are printed on each braille answer sheet.
3. Make sure that the final braille answer sheets are numbered consecutively or stapled together in the proper order.
4. Record the Session 2 test group code on the front of each student’s regular print FSA Geometry EOC Assessment test and answer book. Grid the corresponding bubbles.
5. Record the accommodations provided to each student and the accommodations used by each student on your record of required administration information. For each student who tested using braille materials, ensure that you record flexible presentation, flexible responding, and any other category of accommodations used during this test session. Use the following accommodations codes to record this information:

For ESE/504 students:

- 1-FP = Flexible Presentation
 - 1-FR = Flexible Responding
 - 1-FSC = Flexible Scheduling
 - 1-FSE = Flexible Setting
 - 1-AD = Assistive Devices
6. Return all materials to your school assessment coordinator, as described on page 32 of this document.

Braille Test Administrator Instructions

Assemble Braille Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using braille materials. Read the following charts to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator. See the *Test Administrator Responsibilities Before Testing* section on pages 24–31 of the *Fall/Winter 2017 FSA CBT Manual*.

Students using braille materials record their responses on braille paper. A regular print test and answer book is included in each braille test materials kit. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of each student’s regular print test and answer book has been filled in accurately and completely so that the student’s response can be transcribed into the regular print document by the contractor. **School/district personnel should not transcribe student responses from the braille documents into the regular print test and answer books, except when indicated for an accommodation.**

Braille Test Materials	
FSA ELA Writing Retake	FSA ELA Reading Retake
<p>Test Administrator</p> <ul style="list-style-type: none"> • Required Administration Information • Braille Script • Braille Notes • Regular Print FSA ELA Writing Retake Test and Answer Book • Special Document Return Envelope <p>Student</p> <ul style="list-style-type: none"> • Braille FSA ELA Writing Retake Test Book • Braille Testing Rules Acknowledgment Sheet • Braille Writing Sheets (four pages of blank braille paper) • Braille Planning Sheets (four pages of blank braille paper) 	<p>Test Administrator</p> <ul style="list-style-type: none"> • Required Administration Information • Braille Script • Braille Notes • Regular Print FSA ELA Reading Retake Test and Answer Book • Special Document Return Envelope <p>Student</p> <ul style="list-style-type: none"> • Braille FSA ELA Reading Retake Test Book • Braille Testing Rules Acknowledgment Sheet • Braille Paper (for student responses)

Braille Test Materials	
FSA Algebra 1	FSA Geometry
<p>Test Administrator</p> <ul style="list-style-type: none"> • Required Administration Information • Braille Script • Braille Notes • Regular Print FSA Algebra 1 EOC Test and Answer Book • Special Document Return Envelope • Approved Regular Calculator (Session 2) <p>Student</p> <ul style="list-style-type: none"> • Braille FSA Algebra 1 EOC Session 1 Test Book • Braille FSA Algebra 1 EOC Session 2 Test Book • Braille Testing Rules Acknowledgment Sheet • Braille Paper (for student responses) • Approved Talking Calculator (Session 2) 	<p>Test Administrator</p> <ul style="list-style-type: none"> • Required Administration Information • Braille Script • Braille Notes • Regular Print FSA Geometry EOC Test and Answer Book • Special Document Return Envelope • Approved Regular Calculator (Session 2) <p>Student</p> <ul style="list-style-type: none"> • Braille FSA Geometry EOC Session 1 Test Book • Braille FSA Geometry EOC Session 2 Test Book • Braille Testing Rules Acknowledgment Sheet • Braille Paper (for student responses) • Approved Talking Calculator (Session 2)

Braille Scripts and Braille Notes

You will use the braille scripts provided in this document to administer the FSA ELA Retake (Writing and Reading Components) and the FSA EOC assessments to students using braille materials. It is important that you review the braille scripts before testing begins.

Braille notes are also included with the braille test materials and provide a page-by-page detailed list of the differences between the braille version and the regular print version of the test documents. **It is very important that you read the braille notes carefully before administering the test and that you use them, as appropriate, during the test administration.**

Prepare Student Braille Documents

To ensure that each student’s test documents are processed correctly, verify that the student’s first and last names, district name, school name, and grade level are included on the front cover of his or her braille test book(s). Make sure that the student’s first and last names, district name, school name, grade level, and the tested subject are included on each braille answer sheet and on the Testing Rules Acknowledgment Sheet.

PreID labels must be applied and all information on the front of each student’s regular print test and answer book must be filled in accurately and completely. For information about PreID labels, see the *2017–2018 FSA Accommodations Guide*.

Distribute Braille Materials

To ensure that you have all necessary materials, refer to the chart on the previous page and to the *Test Administrator Responsibilities Before Testing* section on pages 24–31 of the *Fall/Winter 2017 FSA CBT Manual*.

Braille Student Responses

Students who use braille materials will record their responses on braille paper. The contractor will transcribe the student's responses from the braille paper into the regular print test and answer book included in the student's return envelope. School/district personnel are responsible for applying a PreID label and ensuring that information on the front of each student's regular print test and answer book has been filled in accurately and completely before placing it in the student's Special Document Return Envelope.

If a student using braille materials provides verbal or signed responses, you will record the student's responses in the regular print test and answer book provided for the student. Include the student's braille test materials and the regular print test and answer book containing his or her responses in the student's Special Document Return Envelope(s).

If a student is using multiple learning media (e.g., a student uses braille materials and records his or her responses in a large print test and answer book), make sure that the student's responses are in **one** answer document type. Place the TO BE SCORED document containing the student's responses in the student's Special Document Return Envelope(s) according to the return instructions for that document type.

See Appendix A in the *Fall/Winter 2017 FSA CBT Manual* as well as the *2017–2018 FSA Accommodations Guide* for additional information on flexible responding accommodations.

Return Braille Materials

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see pages 25–26 of the *Fall/Winter 2017 FSA CBT Manual*). Make a copy for your files. Notify the school assessment coordinator immediately if any secure test materials are missing.
2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information. For each student who tested using braille materials, ensure that flexible presentation, flexible responding, and any other category of accommodations used during the test are recorded.
3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
4. Ensure that the student’s first and last names, district name, school name, and grade level are included on the front cover of each braille test book, on each braille answer sheet, and on the Testing Rules Acknowledgment Sheet.
5. Ensure that a PreID label has been applied and all information on the front of each student’s regular print test and answer book has been filled in accurately and completely.
6. If a test is TO BE SCORED, verify that the DNS bubble on the front of the student’s regular print test and answer book has not been gridded. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.
7. Ensure that student responses are entered in the correct document type (i.e., on braille paper or, if recorded for the student, in a regular print test and answer book).
8. Place each student’s test materials in the Special Document Return Envelope according to the chart below. **Do not place materials for more than one student in the same envelope.** Do not seal the envelope(s).

Return Braille Test Materials
<ul style="list-style-type: none"> • Braille Answer Sheets (containing student responses) • Braille Testing Rules Acknowledgment Sheet • Braille Test Books <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Regular Print Test and Answer Book

9. Complete the Special Document Return Envelope for each student according to the instructions on the envelope.
10. Return the completed Special Document Return Envelopes and all other materials (e.g., unused braille paper) to your school assessment coordinator.
11. Go to the FSA Portal and complete a comment form. Information from this form will be summarized by the test contractor for FDOE use. Please provide feedback that will be meaningful to FDOE and the test contractor. If you have comments pertaining to school/district procedures, please contact your school or district assessment coordinator.

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