Fall/Winter 2023
Test Administration Manual

End-of-Course Assessments
Florida Civic Literacy Exam
FSA and FAST Retakes

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Florida Help Desk

Florida Help Desk Contact Information

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What's New for Fall/Winter 2023 Assessments

1. All schools must download and install the current secure browser for 2023–2024 test administrations. Please check for the most updated version on the Secure Browsers page on the Florida Statewide Assessments Portal.

2. The Florida Assessment of Student Thinking (FAST) English Language Arts (ELA) Reading Retake will be offered for the first time beginning in Fall 2023. This assessment is available for students who have not yet met their Grade 10 ELA Reading graduation requirement, and will be available four times during the year.

3. Student responses for paper-based accommodations (regular print, large print, and one-item-per-page) for the FAST ELA Reading Retake and the Benchmarks for Excellent Student Thinking (B.E.S.T.) End-of-Course (EOC) assessments will be entered by local personnel into the Data Entry Interface (DEI) for scoring. Braille materials for FAST and B.E.S.T. EOC assessments may be entered locally into the DEI or may be returned to the contractor for transcription and DEI entry.

4. The FSA Algebra 1 EOC Retake is offered in the fall and spring for those students who need to take this assessment to meet their graduation requirements. The B.E.S.T. Algebra 1 and Geometry EOC assessments are available four times a year for any student who needs to take the assessment (first-time test takers or retakers).

5. For the 2023–2024 school year, there will be one main administration in TIDE to manage students, users, and other tasks for all statewide assessments. Separate, subject-based administrations will be accessed to order and manage materials.

6. Paper-based B.E.S.T. EOC assessments no longer have response grids as these assessments are entered into the Data Entry Interface (DEI) instead of being scanned for scoring. To replace the grids, students will write responses for some items in a shaded response box. See the Florida Statewide Assessments Portal for more details.

Reminders for Fall/Winter 2023 Assessments

1. Students are allowed to complete only one session per day when taking tests with two sessions.

2. For FSA Retakes and Biology 1, Civics, and U.S. History EOC assessments, schools/districts are responsible for transcribing students' responses from large print and one-item-per-page test and answer books into the regular print test and answer books included with each student's accommodated test materials.

3. If schools will provide printed reference sheets to students, ensure the correct Algebra 1 EOC Reference sheet (FSA or B.E.S.T.) is distributed for each session.

About This Manual

This test administration manual includes scripts and instructions for administering the Fall 2023 FSA English Language Arts (ELA) Writing Retake, FSA ELA Reading Retake, FSA Algebra 1 EOC Retake, the Fall/Winter 2023 FAST ELA Reading Retake, End-of-Course (EOC) assessments (B.E.S.T. Algebra 1, Biology 1, Civics, B.E.S.T. Geometry, and U.S. History), and the Winter 2023 Florida Civic Literacy Exam (FCLE).

Scripts and instructions for administering accommodated computer-based forms (masking, text-to-speech, speech-to-text, text-to-speech on writing response, American Sign Language [ASL], Closed Captioning [CC]) and paper-based accommodations (regular print, large print, one-item-per-page) are available on the Florida Statewide Assessments Portal. Scripts and instructions for administering braille accommodations are included with braille test materials and are also available on the portal.

District and school personnel should read all relevant information in this manual and ensure that test administrators and anyone else involved in test administration (e.g., proctors, technology coordinators) are familiar with the appropriate scripts and instructions.

District and school assessment coordinators, technology coordinators, and test administrators are responsible for reading and becoming familiar with all information in this manual. Hyperlinked resources in this manual are available on the portal.

District and school personnel will also need to read and have access to the following user guides prior to and during test administration:

- *TIDE User Guide* (district and school assessment coordinators)
- *Test Administrator User Guide* (test administrators and school assessment coordinators)
- *Practice Test and Sample Test Materials Guide* (test administrators and school assessment coordinators)
- *AVA User Guide* (test administrators and school assessment coordinators, as applicable for paper-based FSA ELA Reading Retake administrations)
- *2023–2024 Statewide Assessments Accommodations Guide* (test administrators and district and school assessment coordinators, as applicable)
- *Data Entry Interface User Guide*

For a complete list of user guides, see the User Guide Matrix.

Test Administration Policies and Procedures

Administration Information

Please see the 2023–2024 Statewide Assessment Schedule found on the Florida Statewide Assessments Portal for administration dates. Any deviation from this schedule must be approved in writing by FDOE.

Test administrators must allow the full amount of time allotted for test sessions. While some students may finish before the time allotted for testing ends, this policy is in place to provide a fair environment for students who require all or most of the allotted time and to avoid pressuring any student to finish early.

Session Lengths by Subject

FSA ELA Retake

The FSA ELA Writing Retake is administered in one 120-minute test session.

The FSA ELA Reading Retake is administered in two 90-minute test sessions over two days. Session 1 of the FSA ELA Reading Retake must be completed before Session 2.

For the FSA ELA Writing Retake and FSA ELA Reading Retake assessments, any student who has not completed a session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day.

FSA Algebra 1 EOC Retake

The FSA Algebra 1 EOC Retake is administered in two 90-minute test sessions over two days. Session 1 of the FSA Algebra 1 EOC Retake must be completed before Session 2.

For the FSA Algebra 1 EOC Retake, any student who has not completed a session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day.

FAST ELA Reading Retake

The FAST ELA Reading Retake is administered in one 120-minute test session.

Any student who has not completed a session by the end of the allotted time may continue working; however, testing must be completed within the same school day.

B.E.S.T. Algebra 1 and Geometry EOC Assessments

For the B.E.S.T. Algebra 1 and Geometry EOC Assessment administrations, any student not finished by the end of the 160-minute test session may continue working; however, testing must be completed within the same school day.

Subject	Session Length	Number of Sessions
B.E.S.T. Algebra 1	160 minutes	1
B.E.S.T. Geometry		

Biology 1, Civics, and U.S. History EOC Assessments

For the Biology 1, Civics, and U.S. History EOC Assessment administrations, any student not finished by the end of the 160-minute test session may continue working; however, testing must be completed within the same school day.

Subject	Session Length	Number of Sessions
Biology 1	160 minutes	1
Civics		
U.S. History		

Florida Civic Literacy Exam

For the Florida Civic Literacy Exam, any student who has not completed the test by the end of the 160-minute test session may continue working; however, testing may last no longer than half the length of a typical school day.

Assessment	Session Length	Number of Sessions
FCLE	160 minutes	1

Students to Be Tested

FSA ELA Retake

Students who entered Grade 9 in the 2013–2014 school year through the 2020–2021 school year who are pursuing a standard Florida high school diploma must pass the Grade 10 ELA Assessment. Grades 12 and 30 (adult) students who have not met the Grade 10 ELA Assessment requirement are eligible to participate in the Fall 2023 FSA ELA Retake (Writing and Reading). Students who have received a GED diploma are not eligible to participate in ELA administrations.

FAST ELA Reading Retake

Students who entered Grade 9 in the 2021–2022 school year and beyond and are pursuing a standard Florida high school diploma must pass the Grade 10 ELA Assessment. Retained Grade 10 or Grades 11–12 (30) students who have not met the Grade 10 ELA Assessment requirement are eligible to participate in the Fall/Winter 2023 FAST ELA Reading Retake. Students who have received a GED diploma are not eligible to participate in ELA administrations.

Grade 10 students who entered Grade 9 during the 2022–2023 school year will participate in the 2023–2024 Grade 10 FAST ELA Reading assessments.

FSA Algebra 1 EOC Retake

Students who completed an Algebra 1 course prior to the 2022–2023 school year may take the FSA Algebra 1 EOC Retake to meet their graduation requirement.

B.E.S.T. Algebra 1 and Geometry EOC Assessments

Students enrolled in and completing one of the courses at the time of test administration participate in the appropriate assessment as indicated by the following table:

Assessment	Course
Algebra 1	Algebra 1 – 1200310 Algebra 1 Honors – 1200320 Algebra 1-B – 1200380 Pre-AICE Mathematics 1 – 1209810 Pre-AP Algebra 1 – 1200386 IB Middle Years Program Algebra 1 – 1200390
Geometry	Geometry – 1206310 Geometry Honors – 1206320 Pre-AICE Mathematics 2 – 1209820 IB Middle Years Program Geometry – 1206810

The following students are also eligible to participate in B.E.S.T. Algebra 1 and Geometry EOC administrations:

- Students who still need to pass an assessment for graduation purposes
- Students who must earn a passing score on an assessment for a standard diploma with a scholar designation (B.E.S.T. Geometry only)
- Students who have not yet taken an assessment to be averaged as 30% of their course grades
- Students who are in grade forgiveness programs and wish to retake an assessment to improve their course grades
- Students in a Credit Acceleration Program (CAP) who wish to take an assessment to earn course credit

Biology 1

All students enrolled in and completing one of the courses in the following table at the time of test administration will take the Biology 1 EOC Assessment.

Assessment	Course
Biology 1	Biology 1 – 2000310 Biology 1 Honors – 2000320 Pre-AICE Biology IGCSE Level – 2000322 Biology Technology – 2000430 Florida's Pre-IB Biology 1 – 2000800 Integrated Science 3 – 2002440* Integrated Science 3 Honors – 2002450*

*Students should complete Integrated Science 1, 2, and 3 before taking the Biology 1 EOC.

The following students are eligible to participate in a Biology 1 EOC Assessment administration:

- Students who must earn a passing score for a standard diploma with a scholar designation
- Students who have not yet taken the assessment to be averaged as 30% of their course grade
- Students who are in grade forgiveness programs and wish to retake the assessment to improve their course grade
- Students in a credit acceleration program (CAP) who wish to take the assessment to earn course credit

Civics

All students enrolled in and completing one of the courses in the following table at the time of test administration will take the Civics EOC Assessment.

Assessment	Course
Civics	M/J Civics – 2106010 M/J Civics – 2106015 M/J Civics & Career Planning – 2106016 M/J Civics, Advanced – 2106020 M/J Civics, Advanced – 2106025 M/J Civics, Advanced & Career Planning – 2106026 M/J IB MYP Civics Advanced – 2106027 M/J IB MYP Civics Advanced & Career Planning – 2106028 M/J Civics and Digital Technologies – 2106029 M/J U.S. History & Civics – 2100045

The following students are eligible to participate in a Civics EOC Assessment administration:

- Students who have not yet taken the assessment to be averaged as 30% of their course grade
- Students who are in grade forgiveness programs and wish to retake the assessment to improve their course grade

U.S. History

All students enrolled in and completing one of the courses in the following table at the time of test administration will take the U.S. History EOC Assessment.

Assessment	Course
U.S. History	United States History – 2100310 United States History Honors – 2100320 Visions and Countervisions: Europe, U.S. and the World from 1848 Honors – 2100480

The following students are eligible to participate in a U.S. History EOC Assessment administration:

- Students who must earn a passing score for a standard diploma with a scholar designation
- Students who have not yet taken the assessment to be averaged as 30% of their course grade
- Students who are in grade forgiveness programs and wish to retake the assessment to improve their course grade
- Students in a Credit Acceleration Program (CAP) who wish to take the assessment to earn course credit

Florida Civic Literacy Exam

All students enrolled in and completing one of the courses in the following table at the time of test administration will take the Florida Civic Literacy Exam.

Assessment	Course
FCLE	United States Government – 2106310
	United States Government Honors – 2106320
	Humane Letters 1 History – 2106410
	Humane Letters 1 History Honors – 2106415
	American Political Systems Honors – 2106460
	Florida's Pre-IB United States Government – 2106800
	AP United States Government and Politics – 2106420
	CLEP American Government – 2106325
	American Government 1 – POSX041
	Introductory Survey Since 1877 – AMHX020

Students Confined to Custodial or Residential Institutions

If a student is confined to a custodial or residential institution and is eligible to participate in this test administration, the district assessment coordinator in the diploma-granting district should contact FDOE to discuss how to proceed with testing. Test administrations at custodial/residential institutions will be authorized at the discretion of FDOE.

Special Programs Students

For home education and private school students, the parent/guardian is responsible for contacting the district to register the student for the selected assessments and for transporting the student to and from the district-assigned testing location. The parent/guardian is also responsible for providing the following to the testing location on or before the day of the test: all student demographic information (see pages 15–16), photo identification (if the student is unknown to the test administrator or other school staff), and emergency contact information. See the table on page 7 for district and school numbers for special programs students.

Home Education Program Students

Students who receive instruction at home and are registered appropriately with their district office as Home Education Program students are eligible to participate in statewide assessments. Districts are required to notify home education students about testing opportunities. If parents or guardians have identified an EOC assessment as a selected measure of their child's annual progress, Home Education Program students may participate in this administration, as directed by the district assessment coordinator.

Virtual School Program Students

Students enrolled **full time** in a virtual school program who meet the requirements for students to be tested for this administration must be accommodated for testing in the district in which they reside, per s. 1002.45(6)(b), F.S., unless other arrangements with the virtual school program have been made. These students should not be confused with Home Education Program students.

Students who receive **part-time** instruction from a virtual program and who are enrolled in a brick-and-mortar district public school or the district Home Education Program should be coded with the district/school numbers for their organization of enrollment to ensure that scores are reported to the correct schools.

Reference the table below for special programs district and school numbers.

Private School Students

Districts may choose to allow private school students not enrolled in scholarship programs to participate in Florida's statewide assessments. Instructions for managing these students in TIDE and packaging their materials for return are included in this manual. Contact the Education Data Warehouse to obtain an FLEID to register these students for testing.

Florida statute allows for private school students enrolled in the Florida Tax Credit Scholarship Program (per Section 1002.395, F.S.), the Family Empowerment Scholarship Program (per Section 1002.394, F.S.), or the Hope Scholarship Program (per Section 1002.40, F.S.) to participate in statewide assessments. Consistent with statute, school districts are required to provide information to these students regarding the locations and times available for statewide assessments.

Districts will test students enrolled in the Family Tax Credit Scholarship Program or Hope Scholarship Program under the district's 9900 school number.

Districts will test students enrolled in the Family Empowerment Scholarship Program under the district's 3900 school number.

Reference the table below for special programs district and school numbers.

Note: Private schools who have been approved by FDOE to administer assessments on their campuses will be responsible for uploading their own students to their school site in a separate district in TIDE. Those students should not be uploaded to School 9900 within your district, and you should not request FLEIDs for these students.

District/School Numbers for Special Programs

Program	District Number	School Number
FLVS Full Time K–5	71	0300
FLVS Full Time 6–8	71	0801
FLVS Full Time 9–12	71	0400
District Virtual Instruction Program (VIP)	Your district number	7001 or 7023
District Franchise of FLVS	Your district number	7004
Virtual Charter Schools	Your district number	Charter school number
Home Education	Your district number	9998
Family Empowerment Scholarship Program	Your district number	3900
Private School/Scholarship Students	Your district number	9900

English Language Learners (ELLs)

All ELLs participate in statewide assessments. Students who are identified as ELLs or recently exited ELLs in the two-year follow-up period per Rule 6A-6.09031, F.A.C. must be provided with the allowable accommodations listed in the *2023–2024 Statewide Assessments Accommodations Guide*.

Students with Disabilities

Students with disabilities participate in the statewide assessment program by taking one of the following:

- Florida Statewide Assessment without accommodations,
- Florida Statewide Assessment with accommodations, or
- Florida Standards Alternate Assessment.

All determinations regarding participation in the statewide assessment program must be documented in the student's IEP or Section 504 Plan.

Per s. 1008.212, F.S., a student with a disability who the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code (F.A.C.), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption. A written request for an extraordinary exemption must be submitted to the district school superintendent by the student's IEP team **no later than 60 calendar days before the first day of the administration window of the assessment** for which the request is made. The Commissioner of Education shall determine whether the extraordinary exemption is granted or denied.

In addition to the extraordinary exemption option, a child with a medical complexity may be exempt from participating in statewide, standardized assessments pursuant to the provisions of s. 1008.22(11), F.S.

General Information about Accommodations

The *2023–2024 Statewide Assessments Accommodations Guide* provides information concerning allowable accommodations for students with disabilities and for students who are identified as ELLs or recently exited ELLs. The test administrator and the school assessment coordinator are responsible for ensuring that arrangements for accommodations have been made prior to the test administration dates.

Refer to the *2023–2024 Statewide Assessments Accommodations Guide* for information and instructions about accommodated paper-based assessments.

For eligible students participating in computer-based assessments, the following accommodations are available (as applicable):

Computer-Based Accommodations

- Masking
- Text-to-speech
- Speech-to-text on FSA ELA Writing Retake
- Text-to-Speech on Writing Response on FSA ELA Writing Retake

- American Sign Language (ASL) videos for audio passages on FSA ELA Reading Retake
- Closed Captioning (CC) for audio passages on FSA ELA Reading Retake

FSA ELA Writing Retake Passage Booklets

- Regular print FSA ELA Writing Retake Passage Booklets
- Large print FSA ELA Writing Retake Passage Booklets

FSA ELA Reading Retake Passage Booklets

- Regular print FSA ELA Reading Retake Passage Booklets
- Large print FSA ELA Reading Retake Passage Booklets

Paper-based accommodations (regular print, large print, braille, one-item-per-page) may be provided to eligible students if indicated as an accommodation on an IEP or Section 504 Plan. Districts must submit confirmation of student eligibility for all paper-based accommodations to FDOE. Scripts for students using paper-based accommodations (regular print, large print, braille, one-item-per-page) and computer-based accommodations (e.g., masking, text-to-speech, closed captioning) can be found on the Florida Statewide Assessments Portal. Scripts and instructions for administering braille accommodations are provided with the braille test materials.

Students who are identified as ELLs or recently exited ELLs must be provided with the allowable accommodations. For a list of the allowable accommodations for ELLs participating in the Florida Statewide Assessments, please refer to the *2023–2024 Statewide Assessments Accommodations Guide*.

Make-Up Administration Procedures

All security and administration procedures must be followed while conducting make-up tests. Please remember that after **any** administration, initial or make-up, secure materials must be returned immediately to the school assessment coordinator and placed in locked storage. Secure materials must never remain in classrooms or be removed from the school's campus overnight.

For all assessments, sessions must be completed in the designated order. For example, Session 1 **must** be completed before Session 2. **Any students absent for a session may not participate in the next session until they have completed the session that they missed.**

Test Materials

Students participating in this CBT administration receive the following materials, as applicable:

- Writing Planning Sheets
- ELA Writing Retake and ELA Reading Retake Passage Booklets
- CBT Worksheets
- CBT Work Folders
- Periodic Tables

Writing Planning Sheets

All students taking FSA ELA Writing Retake receive Writing Planning Sheets that they may use to take notes and plan their responses. The planning sheet is a one-page, letter-sized sheet.

Planning sheets are distributed to students at the beginning of the FSA ELA Writing Retake test. School assessment coordinators and test administrators must ensure that students have enough desk space to use their planning sheets. **Used planning sheets are considered secure materials and must be kept in locked storage and placed in the District Assessment Coordinator ONLY boxes.**

FSA ELA Writing and FSA ELA Reading Retake Passage Booklets

For computer-based administrations of FSA ELA Writing Retake and FSA ELA Reading Retake, FSA ELA Writing Retake Passage Booklets or FSA ELA Reading Retake Passage Booklets are provided for eligible students who have these accommodations listed in their IEPs or Section 504 Plans. **Students must be marked in TIDE with this accommodation prior to testing to ensure that the passages in their CBT test form match the passages in the passage booklet.** Regular print and large print versions of the passage booklets are available. The FSA ELA Writing Retake Passage Booklets contain the writing passages but do not contain the writing prompt. The FSA ELA Reading Retake Passage Booklets contain the reading passages but do not contain test items. Students may write in the booklets but will respond to the writing prompt or to test items on the computer or device they are using to take the assessment. Sessions 1 and 2 of the FSA ELA Reading Retake Passage Booklet are sealed separately. Students should break the appropriate seal at the beginning of each session, according to the instructions in the administration script. **Passage booklets are secure materials and must be stored in a secure location before and after testing.** See the *Paper-Based Materials Return Instructions* in Appendix C for instructions on how to return passage booklets.

If a passage booklet is soiled (e.g., with blood, vomit), the district assessment coordinator should email the security number to the Florida Help Desk at FloridaHelpDesk@CambiumAssessment.com. The damaged passage booklet should then be destroyed or disposed of in a secure manner (e.g., shredded, burned). Soiled passage booklets should not be returned with test materials.

Schools must investigate any report of missing materials. If, after a thorough investigation, a secure document is not found, the school assessment coordinator must contact the district assessment coordinator. If guidance is needed, the district assessment coordinator should call the Bureau of K–12 Student Assessment immediately to discuss a plan of action. This action may include the involvement of local law enforcement.

Missing passage booklets can be reported using the *Missing Materials Form*. School personnel and district assessment coordinators may use this form, manipulate this form, or create their own form to submit with a written report.

CBT Worksheets

For the computer-based FSA ELA Reading Retake and the Civics and U.S. History EOC assessments, CBT Worksheets are provided for students to make notes. The worksheets are one-page letter-sized sheets. Students may use the front and back of the worksheet to take notes during the tests.

School assessment coordinators and test administrators must ensure that students have enough desk space to use their worksheets and that worksheets are not easily visible to other students.

Each student must be given a new worksheet for each FSA ELA Reading Retake test session. **Used worksheets are considered secure materials and must be kept in locked storage and placed in the District Assessment Coordinator ONLY boxes.**

Students testing with paper-based materials may not be provided with worksheets; these students may use the blank space in their test and answer books to take notes.

CBT Work Folders

For the computer-based FSA Algebra 1 EOC Retake, B.E.S.T. Algebra 1, B.E.S.T. Geometry, and Biology 1 EOC assessments, CBT Work Folders are provided for students to work the problems. The work folder is a four-page folder with graph paper printed on the last page of the folder (back cover).

Work folders are distributed to students at the beginning of each test session. Each student must be given a new work folder for each test session. School assessment coordinators and test administrators must ensure that students have enough desk space to use their folders.

Used work folders are considered secure materials and must be kept in locked storage and placed in the District Assessment Coordinator ONLY boxes.

Students testing with paper-based materials may not be provided with work folders; these students may use the blank space in their test and answer books to take notes.

Audio Transcripts

For listening portions of FSA ELA Reading Retake assessments, audio transcripts are available to administer the assessment to students confined to a Department of Corrections facility, or for students with disabilities who cannot access the audio content, ASL accommodations, or CC accommodations. **The content of the audio transcript must be read aloud to students. Students may not read directly from the transcript.** Test administrators must understand that, unless students have a read-aloud accommodation for test items and directions on their IEPs or Section 504 Plans, TAs are permitted to read the **transcript of the listening passage only**. Reading passages located in the test may not be read aloud under any circumstances unless students have been approved for the unique accommodation that allows auditory presentation of ELA Writing Retake and ELA Reading Retake Passages. **Transcripts are secure materials and must be stored in a secure location before and after testing and returned to the contractor with other test materials.**

Calculators

B.E.S.T. Algebra 1 and Geometry EOC

The B.E.S.T. Algebra 1 and Geometry EOC assessments include a scientific calculator in the secure browser.

Handheld scientific calculators may be used by students. Students who will test using paper-based accommodations must be provided approved handheld scientific calculators. The *Calculator and Reference Sheet Policies for Florida Statewide Assessments* document includes a list of required and prohibited calculator functionalities as well as a list of FDOE-approved calculators.

Providing a calculator with prohibited functionality (e.g., a display of more than one line, graphing capability) is cause for test invalidation.

Note: A handheld four-function calculator may be provided for computer-based B.E.S.T. Algebra 1 and Geometry tests but is not recommended and may not be sufficient for all assessment items.

FSA Algebra 1 EOC Retake

The FSA Algebra 1 EOC Retake assessment includes a scientific calculator in the secure browser. **The scientific calculator is only available for Session 2.**

Handheld scientific calculators may be used by students. Students who will test using paper-based accommodations must be provided approved handheld scientific calculators for Session 2. The *Calculator and Reference Sheet Policies for Florida Statewide Assessments* document includes a list of required and prohibited calculator functionalities as well as a list of FDOE-approved calculators.

Providing a calculator with prohibited functionality (e.g., a display of more than one line, graphing capability) or in the wrong test session (Session 1) is cause for test invalidation.

Note: A handheld four-function calculator may be provided for the computer-based FSA Algebra 1 EOC Retake but is not recommended and may not be sufficient for all assessment items.

Biology 1 EOC

The Biology 1 EOC assessment includes a four-function calculator in the secure browser. Handheld four-function calculators may be used by students.

Each district should have an adequate supply of handheld four-function calculators, and districts can order more calculators as needed to distribute to schools. Districts are responsible for establishing policies for the storage, use, and retention of calculators. No other calculators, including scientific calculators, may be used.

Students who will test using paper-based accommodations **must** be provided approved handheld four-function calculators.

Reference Sheets

Reference sheets are provided for the B.E.S.T. Algebra 1 and Geometry EOC assessments and the FSA Algebra 1 EOC Retake in the secure browser for computer-based tests. Schools may provide hard copy reference sheets to students. Schools that provide hard copy reference sheets must ensure that copies are available for all students taking the test. Any hard copy reference sheets must be printed or copied from the files found on the portal. Copies must not be made from used reference sheets or sheets that contain notes or handwriting. Each copy must be carefully checked against the original to ensure that all content is copied and that it is clear and easy to read.

Schools must ensure students taking the B.E.S.T. Algebra 1 EOC are provided the corresponding reference sheet and not the FSA Algebra 1 EOC reference sheet, or vice versa. Care must be taken to provide the correct reference sheet. Providing the incorrect reference sheet may result in invalidations.

For the FSA Algebra 1 EOC Retake, schools may provide each student with a new copy of the reference sheet for Session 2, or they may return the same hard copy reference sheet from Session 1 to the same student to use during Session 2.

After students complete the test, test administrators must collect all reference sheets. **Used reference sheets are secure materials. The school assessment coordinator should package all used and unused reference sheets in the District Assessment Coordinator ONLY boxes.**

Periodic Table

The *Periodic Table of the Elements* for the Biology 1 EOC Assessment is provided in an online format for computer-based testing. The periodic table is displayed in a pop-up window in the secure browser. The periodic table is also provided in Appendix E of this manual and on the portal.

Schools may provide hard copy periodic tables to students taking the computer-based Biology 1 EOC Assessment. Schools that provide hard copy periodic tables must ensure that copies are available for all students taking the test. Any hard copy periodic tables must be printed or copied from the file found on the portal. Each copy must be carefully checked against the original to ensure that all content is copied and that it is clear and easy to read. Students who will test using a paper-based accommodation are provided paper copies from the contractor separate from their test and answer book.

After students complete the test, the test administrator **must** collect all periodic tables. The school assessment coordinator should package the used periodic tables in the District Assessment Coordinator ONLY boxes. **Used periodic tables are secure materials and must not be reused.**

Headphones/Earbuds

Students **must** have headphones or earbuds for both sessions of FSA ELA Reading Retake (including PBT accommodations). While there are no technical specifications for headphones or earbuds, please check the *Technology Guide* for additional guidance. Due to security concerns, bluetooth/wireless headphones are not permitted (limited exceptions are outlined in the *2023–2024 Statewide Assessments Accommodations Guide*). FDOE does not provide headphones or earbuds. If they choose, districts may allow students to use their own headphones or earbuds. Headphones or earbuds should be checked to ensure that they work with the computer or device the students will use for the assessment prior to the start of testing. **Plug headphones or earbuds in and adjust system volume prior to launching the secure browser on each day of testing.** A sound check is also built in to the assessment, and students are asked to verify that headphones and earbuds are working prior to beginning the test. Students should not unplug headphones until they finish the test session.

CBT Tools

Several tools are available to students taking computer-based assessments. Students can practice using these tools during a sample item or practice test session.

Universal Tool	Description
Help	The ***Help Guide*** provides information about how to use the test site.
Highlight	This tool highlights text in a passage or item. (Text in images cannot be highlighted.) Highlight is available in four colors.
Mark (Flag) for Review	This feature marks an item for review so that it can be easily found later.
Strikethrough	A student can cross out answer options for multiple-choice and multiselect items.
Expand/Collapse Panel	This tool expands or collapses a passage or item for easier readability.
Line Reader	This feature emphasizes one line in a passage or item at a time.
System Settings	A student can adjust volume during the test (FSA ELA Reading Retake and text-to-speech accommodation only).

Universal Tool	Description
Select Response Version Tool	This tool can be used to view and restore responses previously entered for an open response item. The response tool refreshes each time the student logs in (i.e., responses saved previously are no longer available once the student logs out).
Zoom In	This feature increases and decreases the size of the text and images on the test.
Zoom Out	
Accessibility Setting	**Description**
Background Color Choices	Background and text color combination applied to a student's test. The color combination a student chooses will remain throughout each test session.
Print Size	The selected print size becomes the default in that student's test. Regardless of the print size assigned, all students can use the Zoom buttons to toggle between the five levels of print size.
Mouse Pointer	Students can change the size and color of the mouse pointer. The size and color a student chooses will remain throughout each test session.
Subject-Specific Tool	**Description**
Calculator	A student can use a scientific calculator in session 2 of the FSA Algebra 1 EOC Retake as well as the entire B.E.S.T. Algebra 1 and Geometry EOC tests. A student can use the available four-function calculator on the Biology 1 EOC Assessment.
Formula	This tool can be used to view the applicable Algebra 1 or Geometry reference sheet.
Periodic Table	This tool can be used to view the periodic table included in the Biology 1 EOC assessment.
Notepad	A student can use an on-screen notepad to take notes. The notepad is specific to each item in the test. (Algebra 1 and Geometry EOC assessments only.) The text in this notepad is not scored, but it is monitored.
Notes	This tool provides an on-screen notepad to take notes. For FSA ELA Writing Retake and FAST and FSA ELA Reading Retakes, the same notepad is available throughout the entire test. The text in this notepad is not scored, but is monitored.
Tutorial	A short video about each item type and how to respond to that item type. (Not available on Biology 1, Civics, U.S. History EOCs or the FCLE. Tutorials do not contain audio.)

Computer and Device Preparations

The latest version of the Florida Secure Browser must be installed on all computers or devices that students will use for testing. Instructions for installing the secure browser are available on the portal. Information on devices supported for testing are found in the *Technology Guide*.

It is strongly recommended that an Infrastructure Trial be run on each computer or device prior to the test administration. The Infrastructure Trial uses mock content that simulates the loading and processing of an operational test administration. Instructions for running this trial can be found in the *Infrastructure Trial Guide*.

Test Tickets

Each student must have a test ticket to log in to computer-based assessments. Test tickets are generated in TIDE and contain a student's username, last name, first name, enrolled grade, date of birth, FLEID, district, and school. Test tickets will be printed by school assessment coordinators and will be distributed to test administrators on the day of testing. **Test tickets are considered secure materials and must be stored in a secure location before and after testing.**

```
              School Year 2023-2024

  DEMO DISTRICT 99 (99)

  DEMO SCHOOL 9009 (99-9009)

  LAST NAME: Demo          USERNAME: 197JM

  FIRST NAME: Demo         ENROLLED GRADE: 10

  DOB: 01/01/2007          ID: FL123456789012
```

Student Demographic Information

The following student demographic information must be verified in TIDE before testing:

- District/school number
- Enrolled Grade
- Student first and last name
- FLEID
- Birth Date
- Gender
- Ethnicity
- Race

In addition to verifying this information, the following categories must also be verified, if applicable. If demographic information needs to be updated in TIDE, follow the instructions in the *TIDE User Guide*.

Primary Exceptionality

Primary exceptionality classifications are used to identify students with current IEPs who have been classified as exceptional according to State Board of Education Rule 6A-6.0331, F.A.C.

Primary Exceptionality Classifications

Description	Code
Orthopedically Impaired	C = OI
Speech Impaired	F = SI
Language Impaired	G = LI
Deaf or Hard of Hearing	H = DHH
Visually Impaired	I = VI
Emotional/Behavioral Disability	J = EBD
Specific Learning Disability	K = SLD

Description	Code
Gifted	L = GIF
Hospital/Homebound	M = HH
Dual-Sensory Impaired	O = DSI
Autism Spectrum Disorder	P = ASD
Traumatic Brain Injured	S = TBI
Other Health Impaired	V = OHI
Intellectual Disability	W = InD
Not Applicable	N = N/A

Section 504

This field indicates whether a student has been identified by the district as a student with a disability according to Section 504 of the Rehabilitation Act of 1973.

Testing Accommodations Listed on IEP or Section 504 Plan

This is a required field that indicates whether a student with a disability has testing accommodations listed on an IEP or Section 504 Plan. If applicable, this field must be marked Yes on the PreID file or in TIDE. This field does not apply to students with ELL plans/accommodations.

ELL

This field indicates whether a student has been identified as limited English proficient pursuant to section 1003.56(2)(a), F.S., and is currently receiving services in a program operated in accordance with an approved ELL district plan (LY students). While recently exited ELLs in the two-year follow-up period (LF students) should receive the same accommodations, do not mark Y in this field for LF students.

Support During Testing

During testing, a test administrator should not attempt to resolve technical issues if doing so would be disruptive to students. The test administrator must have a way to contact the school assessment coordinator or technology coordinator without leaving the room unattended. **If a student has difficulty logging in or is logged out of his or her test more than once, the student should not continue to attempt to log in until the issue is diagnosed and resolved.**

The Florida Help Desk may be contacted by phone at 866-815-7246 or by email at FloridaHelpDesk@CambiumAssessment.com. The Help Desk is open 7:00 a.m.–8:30 p.m. ET, Monday–Friday (except holidays). Test administrators are encouraged to refer to the *Test Administrator User Guide* and other CBT resources available on the portal. Additional Help Desk information is available in Appendix B.

Test Security Policies and Procedures

Florida State Board of Education Rule 6A-10.042, F.A.C., was developed to meet the requirements of the Test Security Statutes, s. 1008.23, F.S., and s. 1008.24, F.S., and applies to anyone involved in the administration of a statewide assessment. The Rule prohibits activities that may threaten the integrity of the test. See Appendix D for the full text of the Florida Test Security Statutes and State Board of Education Rule. **Please remember that inappropriate actions by school or district personnel can result in student or classroom invalidations, loss of teaching certification, and/or involvement of law enforcement.**

Examples of prohibited activities include the following:

- Reading or viewing the passages or test items before, during, or after testing
- Revealing the passages or test items
- Copying the passages or test items
- Explaining or reading the passages or test items for students
- Changing or otherwise interfering with student responses to test items
- Copying or reading student responses
- Causing achievement of schools to be inaccurately measured or reported

School personnel and proctors must read and familiarize themselves with the Statutes and Rule in Appendix D.

If ELLs, recently exited ELLs, or students with current IEPs or Section 504 Plans have allowable accommodations documented, test administrators may provide accommodations as described in the *2023–2024 Statewide Assessments Accommodations Guide* and may modify the scripts as necessary to reflect the allowable accommodations.

The security of all test materials must be maintained before, during, and after test administration. Under no circumstances are students permitted to assist in preparing secure materials before testing or in organizing and returning materials after testing.

After **any** administration, initial or make-up, secure test materials (e.g., passage booklets, test and answer books, test tickets, used worksheets, used work folders) must be returned to the school assessment coordinator immediately and placed in locked storage. The *Test Materials Chain of Custody Form* must be maintained at all times to track test materials with security barcodes. **No more than three people should have access to the locked storage room.** Secure materials must never be left unsecured and must not remain in classrooms or be taken off the school's campus overnight.

Any monitoring software that would allow test content on student computers/devices to be viewed or recorded on another computer or device during testing must be turned off.

District assessment coordinators must ensure that all school administrators, school assessment coordinators, technology coordinators, test administrators, and proctors receive adequate training prior to this administration, and that all personnel sign and return a *2023–2024 Test Administration and Security Agreement*, located in Appendix E, stating that they have read and agreed to abide by all test administration and test security policies and procedures. Additionally, any other person who assists a school assessment coordinator, technology coordinator, or test administrator must sign and return an agreement, as well as any district personnel involved in test administration activities.

Test administrators must sign the *2023–2024 Test Administrator Prohibited Activities Agreement*, located in Appendix E.

An accurate Security Log, provided in Appendix E, and an accurate seating chart must be maintained in each testing room. Anyone who enters a testing room **for any length of time** is required to sign the log. This applies to test administrators, proctors, and anyone who enters the room, regardless of how much time he or she spends in the testing room. A new Security Log should be used for each session.

Test administrators must **not** administer tests to their family members. Students related to their assigned test administrator should be reassigned to an alternate test administrator. In addition, a student's parent/guardian should not be present in that student's testing room.

Admission of Students to Testing

Precautions must be taken at testing sites when students are unknown to the test administrator or other school staff. Ensure that school staff have checked identification for unfamiliar students prior to admitting them into your testing room.

Proctors

To ensure test security and to avoid situations that could result in test invalidation, FDOE strongly discourages testing students in large groups (e.g., in a cafeteria or an auditorium). If students are tested in a large group, the appropriate number of proctors **must** be assigned to the room to assist the test administrator. Refer to the table below for the required number of proctors.

Number of Students	Proctors Required
1–25	Test Administrator*
26–50	Test Administrator and 1 Proctor
51–75	Test Administrator and 2 Proctors

*FDOE **strongly recommends** that proctors be assigned to rooms with 25 or fewer students whenever possible.

School personnel and **non-school personnel** may be trained as proctors. Prior to testing, proctors must be informed of their duties and of the appropriate test security policies and procedures. **School personnel** proctor duties may include preparing and distributing secure materials and providing accommodations. **Non-school personnel** may assist test administrators during test administration; however, non-school personnel may **not** participate in any of the test administration procedures (e.g., distributing and collecting secure materials, providing accommodations). Volunteers (e.g., parents, retired teachers) may be trained as proctors and may perform non-school personnel duties.

All proctors may help monitor rooms during test administration; however, they may **not** assist in rooms where their family members are testing.

Proctors and anyone who assists with any aspect of test preparation or administration must be informed of the test security laws and rules prohibiting any activities that may threaten the integrity of the test. Each proctor who enters a testing room for any length of time must sign a *2023–2024 Test Administration and Security Agreement* and the Security Log for that room. These forms are located in Appendix E.

Test Irregularities and Security Breaches

Test Irregularities

Test administrators should report any test irregularities (e.g., disruptive students, timing issues, loss of Internet connectivity) to the school assessment coordinator immediately. A test irregularity may include testing that is interrupted for an extended period of time due to a local technical malfunction, severe weather, or an issue with an individual student's test. School assessment coordinators must notify district assessment coordinators of any test irregularities that are reported. Decisions regarding test invalidation should not be made prior to communicating with the district assessment coordinator. If further guidance is needed or to report an irregularity requiring action by FDOE (e.g., reporting teacher misconduct to the Office of Professional Practices Services), district assessment coordinators should contact the Bureau of K–12 Student Assessment. For any test irregularities that require investigation by the district, a written report must be submitted as indicated below.

Security Breaches

Test administrators should report possible breaches of test security (e.g., secure test content that has been lost, photographed, copied, or otherwise recorded) to the school assessment coordinator immediately. If a security breach is identified, the school assessment coordinator must contact the district assessment coordinator, and the district assessment coordinator should contact the Bureau of K–12 Student Assessment immediately to discuss a plan of action. This action may include the involvement of local law enforcement personnel. For all security breaches, a written report must be submitted as indicated below.

Submit a Written Report

For test irregularities requiring further investigation by the district and for security breaches, **a written report must be submitted within 10 calendar days after the irregularity or security breach was identified**. District assessment coordinators should submit the report through FDOE's ShareFile site using the following procedure:

1. Log in to ShareFile at **fldoe.sharefile.com** and retrieve the blank Test Administration Incident Report Form or the Test Administration Security Breach Report Form from the Forms and Templates folder. (Note: FDOE recommends that districts download the file each time a new investigation is initiated to guarantee the use of the most up-to-date form.)

2. Save the file locally and change the file name to the appropriate district name, underscore, the word "Incident" or "Breach," underscore, the name of the school, underscore, and the date submitted (e.g., [District Name]_Incident_[School Name]_MMDDYYYY or [District Name]_Breach_[School Name]_MMDDYYYY).

3. Complete the form.

4. Upload the completed form to the district's Test Administration/Investigations folder (K-12 Administration > Districts > [District Name] > Test Administration > Investigations > 2023-24 Investigations).

5. Send an email to notify FDOE that a document has been uploaded to the folder.

6. FDOE will then determine whether the incident warrants further investigation and, if necessary, request additional information/documentation from the district. Additional requested information or documentation should also be uploaded to the district's ShareFile folder.

Paper-Based Materials Policies and Procedures

Test Group Code

Test group codes are used during FSA Retake, Biology 1, Civics, and U.S. History EOC, and FCLE **paper-based** test administrations as a security measure used to identify groups of students tested together. Schools must ensure that each test administrator uses one unique four-digit test group code in his or her testing room for each test administered. **Each testing room must use a different test group code and the same code will be used for all sessions of that test.** Students will write and grid the test group code on the front of their test documents, as indicated in the scripts, and test administrators will record the code with their required administration information. If any students are missing during an assessment, a different unique test group code must be provided for each make-up session.

District assessment coordinators either create and distribute test group codes to all school assessment coordinators or instruct them to create their own unique four-digit codes.

Security Numbers

All regular print test documents, FSA ELA Reading Retake and FSA ELA Writing Retake Passage Booklets, audio transcripts, and special document (large print, one-item-per-page, braille) test materials are secure documents and must be protected from loss, theft, and reproduction in any medium. A unique identification number and a barcode are printed on the front cover of all FAST, FSA, and B.E.S.T. secure documents. The security number on Biology 1, Civics, and U.S. History test and answer books and the back cover of FCLE test books consists of nine digits and a check digit. See the sample demographic pages on the following page for the location of the security number.

Schools must maintain test security by using the security numbers to account for all secure test materials before, during, and after test administration until the time they are returned to the contractor.

The test administrator should also maintain a record of the security numbers for all test documents assigned to him or her. If a test administrator receives test documents that are not already listed, the security numbers of those materials must be added to this record with the names of the students to whom the test materials are assigned. The security number(s) of the document(s) assigned to and returned by each student should be recorded and verified at the completion of each day of testing.

On-Demand PreID Labels

For students taking paper-based tests, PreID labels are not provided. Basic student information is captured on the student demographic page on the front cover of the test document. The demographic information described on pages 15–16 must be verified in TIDE before printing On-Demand PreID Labels. On-Demand PreID Labels must be printed and applied to the correct place on test documents. **Failure to apply an On-Demand PreID Label may delay the scoring process, and results for TO BE SCORED test documents returned without labels may be included in late reporting.** Instructions for printing On-Demand PreID Labels can be found in the *TIDE User Guide*.

Location of Security Number on Sample
Student Demographic Page

FSA Algebra 1 EOC Retake Assessment Test and Answer Book

Security Number

Students must fill in the information below (PLEASE PRINT):

STUDENT NAME

DATE OF BIRTH (e.g., 08/18/08)

SCHOOL NAME

DISTRICT NAME

TODAY'S DATE

FSA
ELA & Mathematics
Assessments

Fall 2023

**Algebra 1
EOC
Retake**

50000001

519327

PreID Labels MUST be applied to all TO BE SCORED documents.

APPLY PREID LABEL HERE

▼ ALIGN TOP OF LABEL HERE ▼

U519327BLANK···

Session 1 Test Group Code	Session 2 Test Group Code

SCHOOL USE ONLY
DNS ○
UNDO ○

DRC USE ONLY
○ Braille
○ Large Print
○ One-Item-Per-Page

DRC USE ONLY
F L

519327-10040010019

50000001

Lithocode Number

Biology 1 EOC Assessment Test and Answer Book

Students must fill in the information below (PLEASE PRINT):

STUDENT NAME

DATE OF BIRTH (e.g., 08/18/08)

SCHOOL NAME

DISTRICT NAME

TODAY'S DATE

Fall 2023

Biology 1

**End-of-Course
Assessment**

EOC
FLORIDA'S END-OF-COURSE
ASSESSMENTS

PreID Labels MUST be applied to all TO BE SCORED documents

APPLY PREID LABEL HERE

▼ ALIGN TOP OF LABEL HERE ▼

Test Group Code

SCHOOL USE ONLY
DNS ○
UNDO ○

PEARSON USE ONLY
○ Braille
○ Large Print
○ One-Item-Per-Page

PEARSON USE ONLY
F L

FL??????? ISD37557 Printed in the USA by Pearson 202017-001:321

Affix On-Demand PreID Labels

Please adhere to the following policies when preparing paper-based student materials:

- Do not use student labels from previous administrations.
- Ensure that the correct administration and subject (e.g., Fall 2023 FSA ELA Writing Retake, Fall 2023 U.S. History) are indicated on the PreID label.
- Test tickets and colored return labels must not be applied to test documents.
- Only the school assessment coordinator and other authorized school personnel may prepare materials and affix PreID labels. Sealed test documents must not be opened.
- Students and unauthorized school personnel are not permitted to assist in preparing secure materials before testing or in organizing and returning materials after testing.
- The *Test Materials Chain of Custody Form* must be maintained at all times.
- The PreID label number below the barcode must be readable. Be sure that the printer setting for "Fit to Print" is unchecked. Check that the barcodes are not faded or torn.
- Affix labels in the box on the student demographic page that states "APPLY PREID LABEL HERE." For test and answer books returned to DRC, this box contains a barcode used for scanning unused documents that will be covered by the PreID label on TO BE SCORED documents.
- All secure materials must be returned to locked storage and remain there until testing begins.

Follow these steps when verifying student information and affixing an On-Demand PreID Label to a student demographic page:

1. Verify that the student is still enrolled and that the student will be tested. Labels for students not testing should be destroyed in a secure manner because they contain student information.

2. If any information other than the FLEID is incorrect on the On-Demand PreID Label, the information should be entered or edited in TIDE; however, the label may still be used. If the **FLEID** is **incorrect**, a new student record **must** be created in TIDE and a new label **must** be printed and applied directly over the incorrect label.

3. Carefully place the label on the demographic page in the box that states "APPLY PREID LABEL HERE." Do not place the label over the student write-in fields on the cover of the test document. Ensure that the barcode on the label is legible (i.e., not smudged or faded) and the label is not wrinkled or applied unevenly.

4. Do not remove labels once they have been affixed. If the FLEID on a label is incorrect or the incorrect subject label is applied, a new label must be printed and applied directly over the incorrect label.

Sample On-Demand PreID Label

Hazardous Materials

If a test document is soiled (e.g., with blood, vomit), the district assessment coordinator should email the security number to the Florida Help Desk at FloridaHelpDesk@CambiumAssessment.com. All hazardous materials must be reported by the last day of the test window. At their discretion, school personnel may transcribe responses into a replacement test document.

The damaged test document should then be destroyed or disposed of in a secure manner (e.g., shredding, burning). Soiled test documents should not be returned with test materials.

Missing Materials

School assessment coordinators must verify that all secure materials are received and should report any mispackaged or missing materials to their district assessment coordinator immediately. The *Test Materials Chain of Custody Form* must be maintained at all times to track secure test materials. Individuals responsible for handling secure materials are accountable for the materials assigned to them. Test administrators should report any missing materials to the school assessment coordinator immediately.

Schools must investigate any report of missing materials. If, after a thorough investigation, a secure document is not found, the school assessment coordinator must contact the district assessment coordinator. If guidance is needed, the district assessment coordinator should call the Bureau of K–12 Student Assessment immediately to discuss a plan of action. This action may include the involvement of local law enforcement personnel.

A written report must be submitted to the Bureau of K–12 Student Assessment within 30 calendar days after secure materials have been identified as missing. The report must include the following, as applicable:

- the nature of the situation,
- the time and place of the occurrence,
- the names of the people involved,
- copies of completed forms (e.g., *2023–2024 Test Administration and Security Agreement*, *2023–2024 Test Administrator Prohibited Activities Agreement*, *Test Materials Chain of Custody Form*),
- a description of the communication between the district assessment coordinator's office and school personnel,
- how the incident was resolved, and
- what steps are being implemented to avoid future losses.

Missing secure materials can be reported using the *Missing Materials Form*. School personnel and district assessment coordinators may use this form, manipulate this form, or create their own form to submit with a written report.

School personnel should submit completed forms to the district assessment coordinator. District assessment coordinators should verify that all pertinent information has been included and should submit the written report to FDOE as indicated on the form. **Remember that secure student information must not be communicated via email.**

Do Not Score (DNS) and UNDO Bubbles

DNS and UNDO bubbles are located in the SCHOOL USE ONLY box on the front cover of scannable test documents that don't require transcription into the Data Entry Interface (DEI). This includes paper-based test materials for FSA Retake, FCLE, and the Biology 1, Civics, and U.S. History EOCs.
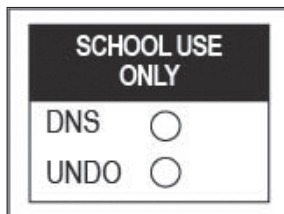
Grid the DNS bubble when a test document:

- is invalidated
- is used and should not be scored
- is unused and has a PreID label applied

If a DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble.

For packaging and return instructions, see the "Prepare Materials for Return" section on pages 165–167 in Appendix C.

DNS Guidelines for Defective Materials

If a defective test document is identified before testing begins, give the student a replacement document. Grid the DNS bubble if the document is defective and has a PreID label. Do not remove the student PreID label from the defective book. An On-Demand PreID Label must be printed in TIDE and applied to the replacement document.

If a student discovers that the test document is defective during testing, give the student a replacement document. Do not remove the student PreID label from the defective book. An On-Demand PreID Label must be printed in TIDE and applied to the replacement document. After the test session has ended, the student must, under the supervision of the test administrator, transfer the exact responses from the defective test document to the replacement test document. If any test items differ between the original test document and the replacement test document, leave those items blank. The student's score will not be negatively impacted. Grid the DNS bubble on the defective test document.

If a test document is soiled, see the instructions in the "Hazardous Materials" section on page 23.

For packaging and return instructions, see the "Prepare Materials for Return" section on pages 165–167 in Appendix C.

Data Entry Interface (DEI)

All regular print, large print, and one-item-per-page FAST and B.E.S.T. paper-based assessments must be transcribed by school or district staff into the Data Entry Interface (DEI). Braille FAST and B.E.S.T. materials can be entered into the DEI locally or returned to DRC for transcription and DEI entry. The district assessment coordinator will determine which staff will be responsible for entering in student responses. School staff who will enter responses into the DEI must be assigned the School Data Entry (SDE) role in TIDE to access the system. Each test should be transcribed by one staff member, and another staff member should confirm the transcription prior to the test being submitted. Responses should be entered into the DEI within one week of the student completing the paper-based assessment. All responses must be recorded by the end of the test administration window. **Any test and response books returned to DRC without being first recorded into the DEI will not be scored.** More information about the DEI can be found in the *DEI User Guide*.

Test Invalidation Policies and Procedures

District assessment coordinators should advise schools of the appropriate course of action if invalidation is being considered. Remember that the main purpose of invalidation is to identify when the validity of test results has been compromised.

Test administrators should discuss any situation involving possible invalidation with the school assessment coordinator, and the situation should be investigated immediately.

For more information on how to process CBT test invalidations, see page 137. If a FAST or B.E.S.T. EOC paper-based test needs to be invalidated, it should be entered into the DEI, and then follow the instructions for invalidating a CBT test in the *TIDE User Guide*.

For assistance identifying circumstances when invalidation is an appropriate course of action, review the following guidelines.

1. **A student has an electronic device during testing.** If a student is found with an electronic device that he or she is not using for testing purposes during testing or during breaks within a session, the student's test **must** be invalidated. For information regarding limited exceptions for students with eligible accommodations, see the *2023–2024 Statewide Assessments Accommodations Guide*.

2. **A student is cheating during testing.** Cheating is cause for immediate test invalidation. Possible cheating situations include looking at and/or copying from another student's test, allowing another student to look at or copy from the student's test, or accessing unauthorized aids.

3. **A test administrator provides an incorrect amount of time for a test session.**

   • **Not enough time:** Invalidation decisions should be made based on whether the student was provided adequate time to respond completely to the test items. The student should be asked if he or she is comfortable with his or her performance on the test to determine if the test should be scored. If the student feels he or she was provided enough time to respond completely, the test should be submitted for scoring. If it is determined that the student was not provided adequate time to respond completely and the validity of the test results has been compromised, the test should be invalidated. However, if the validity of the test results has not been compromised and the student has not left the school's campus, the student may return to the testing room during the same school day to complete the test session.

   • **Too much time:** If more time than is allotted for a session is provided for students without an extended time accommodation, the test administrator must notify the school assessment coordinator to discuss the situation, and the school assessment coordinator must contact the district assessment coordinator for guidance. If needed, the district assessment coordinator may consult with the Bureau of K–12 Student Assessment.

4. **A student becomes ill during testing.** If a student reports after testing that he or she was ill during testing and that the illness significantly affected his or her ability to complete the test or impacted performance in a way that compromises the validity of results, the test may be invalidated.

   However, if a student becomes ill during testing and is unable to complete the session, **the student may return to the test on a subsequent day to complete the session**. The test administrator must note the occurrence with other required administration information and record the amount of time left in the session. When the student returns, that exact amount of time must be provided for the student to complete the session.

5. **A student is given an accommodation not allowed on statewide assessments.** If a student is given an accommodation that is not allowed on statewide assessments and compromises the validity of the test results, that student's test must be invalidated. For information about allowable accommodations, see the *2023–2024 Statewide Assessments Accommodations Guide*. Test administrators who will administer tests to students who require accommodations should be familiar with allowable accommodations to ensure that they are not offering classroom testing accommodations that are not allowed on statewide assessments.

6. **A student is given an accommodation not indicated on the student's IEP or Section 504 Plan.** Testing with accommodations not indicated on a student's IEP or Section 504 Plan may be cause for invalidation.

7. **A student is not provided an allowable accommodation indicated on the student's IEP or Section 504 Plan.** The situation should be discussed with the student and his or her parents/guardians to determine if the lack of the accommodation significantly affected the student's performance and if the test should be scored.

8. **An ELL or recently exited ELL student is given an accommodation not indicated in the** *2023–2024 Statewide Assessments Accommodations Guide***.** If an ELL or recently exited ELL student is given an accommodation that is not listed in the allowable accommodations for ELLs and which compromises the validity of the test results, the student's test must be invalidated.

9. **An ELL or recently exited ELL student is not provided an accommodation listed in the allowable accommodations for ELLs in the** *2023–2024 Statewide Assessments Accommodations Guide***.** The situation should be discussed with the student and his or her parents/guardians to determine if the lack of the accommodation significantly affected the student's performance and if the test should be scored.

10. **A student works in the wrong session.** For example, if a student working in Session 2 of a test goes back and works in Session 1, the test must be invalidated.

11. **An error occurs in test administration procedures that could compromise the validity of test results.** If the validity of the test results has been compromised (e.g., a student had access to an unauthorized visual aid that gave an unfair advantage), the test must be invalidated.

12. **A disruption occurs during testing.** If students are disrupted during testing due to a circumstance out of their control (e.g., severe weather), test invalidation may be considered if a student feels his or her performance was significantly affected by the disruption.

13. **A student is given unauthorized help before or during testing.** If a student received unauthorized assistance or has been given an unfair advantage (e.g., a test administrator has told a student to check the answer to a specific item), the student's test must be invalidated.

Test Administrator Responsibilities Before Testing

Please use the *Test Administrator Checklist*, located in Appendix E, before, during, and after testing.

Remember, prior to testing you must:

- Read, sign, and return a *2023–2024 Test Administration and Security Agreement* verifying that you have read the appropriate sections of the test administration manual, are familiar with the test security statutes and security policies, and have received adequate training; and

- Read, sign, and return a *2023–2024 Test Administrator Prohibited Activities Agreement* verifying that you understand the prohibited activities and their consequences.

Failure to comply with the policies and procedures as indicated in the agreements may result in the invalidation of student tests, local disciplinary action, and/or loss of teaching certification.

Conduct CBT Practice Test

Prior to this test administration, you may conduct a practice test session based on instructions from your school assessment coordinator. The practice tests contain sample test items to prepare students for the computer-based assessments and will help familiarize you and your students with the CBT tools, as well as the process for responding to items. Students should practice on the type of computer or device they will use for testing (e.g., PC, tablet, laptop). Students who will test using CBT accommodations (e.g., masking, text-to-speech, closed captioning) should practice using an accommodated practice test. The text-to-speech accommodation is available only in the secure browser. Students can log into a practice TA session with or without test tickets. Students should be encouraged to access the practice test on the Florida Statewide Assessments Portal and practice on their own.

Work folders, worksheets, planning sheets, and passage booklets (if applicable) are not provided for practice tests. Instruct students to bring their own scratch paper, headphones/earbuds (if applicable), and pens/pencils.

Paper-Based Test Materials

If you will administer a test to students with paper-based accommodations (regular print, large print, one-item-per-page, braille), your school assessment coordinator will provide you with the test materials for the appropriate subject. See the appropriate scripts and instructions posted on the portal.

Secure materials should be delivered or picked up immediately before the beginning of each test session. Verify that you have all necessary materials before testing begins.

Prepare the Room for Testing

Tests should be administered in a room that has comfortable seating, good lighting, and an appropriate temperature. Make sure that the room is properly ventilated and free of distractions.

Remove or cover any references to the subject matter of the test being administered, such as word lists, informational charts, or posted assignments/classwork. Students may not have access to any unauthorized aids. Discuss any concerns with your school assessment coordinator.

Sufficient workspace should be provided for students to use their test materials (e.g., planning sheets, reference sheets, periodic tables, worksheets, work folders). Students must not be able to easily view other students' computer screens, devices, or test materials. If administering a practice test, check the configuration of your testing room to make sure you will be able to provide a secure environment during testing. Make adjustments prior to the test administration. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens).

When you arrive on the day of testing, open each student computer or device in the testing room to the student **Please Sign In** screen as indicated in the script, but do not log in for students. Ensure that you have a way to contact the technology coordinator or school assessment coordinator without leaving the room unattended.

Outside each door to the testing room, post a sign that reads *TESTING IN PROGRESS—Please Do Not Disturb*. Post the appropriate signs inside the testing room where they will be visible to all students. Signs are provided in Appendix E. For all test sessions, display starting and stopping times as instructed in the test administration script.

Refer to the chart on page 18 for the number of proctors needed. It is recommended that at least one proctor be assigned to all testing rooms, even those with 25 or fewer students.

Record Required Administration Information

You are required to maintain the following information, as directed by your school assessment coordinator:

- Students assigned to your testing room—provide student names and FLEIDs
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated
- Grade level
- Session ID (generated in the TA Interface when a test session is created)
- Test Group Code (paper-based administrations)
- Accommodations provided to students (codes provided on the following page)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of secure documents assigned to each student
- Dates and times when secure materials are received and returned

Record this information according to your school assessment coordinator's instructions. A new Administration Record/Security Checklist should be used for each session. Return the required administration information to your school assessment coordinator.

Accommodations Codes

The accommodations provided to each student **and** the accommodations used by each student during the test administration should be recorded with other required administration information. Schools are responsible for maintaining documentation of accommodations for each student.

Use the following codes to record accommodations with required administration 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

For ELL or recently exited ELL students:

- 2-FSC = Flexible Scheduling
- 2-FSE = Flexible Setting
- 2-AHL = Assistance in Heritage Language
- 2-ADI = Approved Dictionary

Complete Seating Charts

You are required to maintain an accurate seating chart for your testing room. The chart should record the following:

- Date
- Your name
- Room name/number
- Subject
- Student names and their locations in the room during testing
- Direction each student is facing (using arrows to indicate direction)
- Starting and stopping times
- Names of proctors (if applicable)
- Session ID (generated in the TA Interface when a test session is created)
- Test Group Code (paper-based administrations)
- Laptop/mobile device information, if there are technical issues

All seating charts must indicate the front and back of the room. If students using extra time are moved to a new location or if the seating configuration changes during testing, a new seating chart must be created. Remember to maintain a seating chart for each test session. Seating charts must be returned to your school assessment coordinator after testing.

If you are conducting testing on laptops or other mobile devices, identify and record the device on which each student is testing if there are technical issues.

Assemble Materials

Test Administration Manual

You will need this manual to read the test administration scripts to students. You are responsible for reading this manual, including appropriate appendices and the administration scripts **before** testing.

When testing students who are allowed certain accommodations, you may need to modify the administration scripts. It is especially important that you review the scripts **before** testing begins to determine the necessary modifications. If an accommodation is not provided as indicated on a student's IEP or Section 504 Plan, or is not an allowable ELL accommodation, that student's test may be invalidated. Contact your school assessment coordinator if you have questions about student accommodations.

Scripts for students using paper-based accommodations (regular print, large print, braille, one-item-per-page) and computer-based accommodations (e.g., masking, text-to-speech, closed captioning) can be found on the portal. Scripts and instructions for administering braille accommodations are provided with the braille test materials and are also available on the portal.

Pencils/Pens

Students taking computer-based tests should have a pen or pencil to write their names, take notes, and/or work the problems on their planning sheets, worksheets, or work folders, as applicable, on each day of testing. **For students using paper-based accommodations, ensure that students use No. 2 pencils to record their responses.**

Computer or Mobile Device

When administering computer-based test sessions, you will need a computer or mobile device with access to the Internet to create a test session, approve students for testing, and monitor the session. It is also recommended that you have access to the *Test Administrator User Guide* to help troubleshoot issues during testing.

Watch or Clock

You will need a watch or clock to ensure that students are allowed the correct amount of time indicated for each test session. Starting and stopping times should be provided by your school assessment coordinator and displayed for students according to the instructions in the test administration script. Countdown clocks or timers are not permitted. If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

For each FSA ELA Retake and FSA Algebra 1 EOC Retake test session and the FCLE, any student not finished by the end of the allotted session time may continue working up to half the length of a typical school day.

For B.E.S.T. Algebra 1, Biology 1, Civics, B.E.S.T. Geometry, and U.S. History EOC assessments and FAST ELA Reading Retake, students may be provided additional time to complete the test, but tests must be completed within the same school day.

Remember that failure to provide the correct amount of time will likely result in test invalidation.

Security Log

You are required to maintain an accurate Security Log for your testing room. Anyone who enters a testing room for any length of time **must** sign the log for that testing room. This applies to test administrators, proctors, and anyone who enters the room, regardless of how much time he or she spends in the testing room. Remove the Security Log from Appendix E and use it as required. This document can also be found on the portal.

Do Not Disturb Sign

Prior to testing, post the Do Not Disturb sign from Appendix E at all entrances to the testing room.

Electronic Devices Sign

Prior to testing, post the Electronic Devices sign from Appendix E where it will be visible to all students.

No Calculators Sign

Prior to Session 1 of the FSA Algebra 1 EOC Retake, post the No Calculators sign from Appendix E where it will be visible to all students.

Session Signs

Prior to the FSA ELA Reading Retake and FSA Algebra 1 EOC Retake assessments, post the appropriate Session sign from Appendix E where it will be visible to all students.

Receive Materials

Your school assessment coordinator will provide you with the materials needed to administer each test. Secure materials should be delivered or picked up immediately before the beginning of each test session. Verify that you have all necessary materials before testing begins.

Test Tickets

For each computer-based test session, your school assessment coordinator will provide you with test tickets for the students testing in your room. Each test ticket includes a student's first name and username for logging in to a computer-based test. Test tickets are generated in TIDE. All test tickets must be collected immediately after testing and returned to your school assessment coordinator. **Test tickets are secure materials.**

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                    School Year 2023-2024

    DEMO DISTRICT 99 (99)

    DEMO SCHOOL 9009 (99-9009)

    LAST NAME: Demo            USERNAME: 197JM

    FIRST NAME: Demo           ENROLLED GRADE: 10

    DOB: 01/01/2007            ID: FL123456789012
```

FSA ELA Writing Retake Passage Booklets

You may receive regular print and large print FSA ELA Writing Retake Passage Booklets for eligible students taking the computer-based FSA ELA Writing Retake if this accommodation is documented in their IEPs or Section 504 Plans. Check with your school assessment coordinator prior to testing to ensure that these students have this accommodation marked in TIDE. Provide the booklets to students with this accommodation as instructed in the administration scripts. Students may take notes in these booklets but will respond to the writing prompt on the computer or device they are using to take the assessment. All booklets must be collected immediately after testing and returned to your school assessment coordinator. **FSA ELA Writing Retake Passage Booklets are secure materials and must be returned to the school assessment coordinator with other secure materials.**

FSA ELA Reading Retake Passage Booklets

You may receive regular print and large print FSA ELA Reading Retake Passage Booklets for eligible students taking computer-based FSA ELA Reading assessments if this accommodation is documented in their IEPs or Section 504 Plans. Check with your school assessment coordinator prior to testing to ensure that these students have this accommodation marked in TIDE. Provide the booklets to students with this accommodation as instructed in the administration scripts. Supervise while students break the seal at the beginning of each session as instructed in the scripts. Students may take notes in these booklets but will respond to the test items on the computer or device they are using to take the assessment. All booklets must be collected immediately after testing and returned to your school assessment coordinator. **FSA ELA Reading Retake Passage Booklets are secure materials and must be returned to the school assessment coordinator with other secure materials.**

Writing Planning Sheets

Your school assessment coordinator will provide you with Writing Planning Sheets for all students participating in the FSA ELA Writing Retake test administration.

Students must print their names and the date on the front of the planning sheet. Students may use the front and back of the planning sheets to plan (e.g., prewrite, outline, jot down ideas, cluster, web) before writing their responses. All planning sheets must be collected immediately after testing and returned to your school assessment coordinator. **Used planning sheets are considered secure materials and must be returned to the school assessment coordinator with other secure materials.**

CBT Work Folders

You will receive work folders for all students participating in CBT administrations of the FSA Algebra 1 EOC Retake, B.E.S.T. Algebra 1 and Geometry EOCs, and the Biology 1 EOC Assessment. You should have extra work folders on hand in case students need additional space to work the problems. Distribute the work folders before testing as instructed in the administration scripts, and collect work folders after each test session. Each student must be given a new work folder for each FSA Algebra 1 EOC Retake test session. **Used work folders are considered secure materials and must be returned to the school assessment coordinator with other secure materials.**

CBT Worksheets

You will receive CBT Worksheets for all students participating in CBT administrations of FSA ELA Reading Retake, U.S. History, and Civics assessments. Distribute worksheets before testing as instructed in the administration scripts, and collect worksheets after each session. Each student must be given a new worksheet for each test session. **Used worksheets are considered secure materials and must be returned to the school assessment coordinator with other secure materials.**

Calculators

A scientific calculator is available in the secure browser for the B.E.S.T. Algebra 1 and Geometry EOC tests and Session 2 of the FSA Algebra 1 EOC Retake. Handheld scientific calculators **may** be used by students. Handheld scientific calculators must be on the approved list or have only the allowable functionality indicated in the *Calculator and Reference Sheet Policies for Florida Statewide Assessments* document.

Allowing the use of a calculator with prohibited functionality (e.g., a display of more than one line, graphing capability) or in the wrong test session (Session 1) is cause for test invalidation.

The Biology 1 EOC assessment includes a four-function calculator in the secure browser. Handheld four-function calculators may be used by students.

Each district should have an adequate supply of handheld four-function calculators, and districts can order more calculators as needed to distribute to schools.

Students taking a test with paper-based accommodations must be provided the appropriate handheld calculator before testing begins.

See pages 11–12 for more information about calculators for students testing with accommodations.

Periodic Table

The *Periodic Table of the Elements* for the Biology 1 EOC Assessment is provided in an online format for computer-based testing. The periodic table is displayed in a pop-up window in the secure browser. The periodic table is also provided in Appendix E of this manual.

Schools may provide hard copy periodic tables to students taking the computer-based Biology 1 EOC Assessment. Schools that provide hard copy periodic tables must ensure that copies are available for all students taking the test. Any hard copy periodic tables must be printed or copied from the file found on the portal. Each copy must be carefully checked against the original to ensure that all content is copied and that it is clear and easy to read. Students who will test using paper-based accommodations are provided paper copies from the contractor separate from their test and answer book.

All periodic tables must be collected immediately after testing and returned to your school assessment coordinator. **Used periodic tables are considered secure materials and must be returned to the school assessment coordinator with other secure materials.**

Reference Sheets

An electronic version of the reference sheet is available for B.E.S.T. Algebra 1 and Geometry EOC assessments and the FSA Algebra 1 EOC Retake in the secure browser. If your school will provide paper copies of the reference sheets to students, distribute copies as indicated in the administration script. All reference sheets must be collected immediately after testing and returned to your school assessment coordinator. **Used reference sheets are secure materials.**

Paper-Based Test Materials

If you will administer a test to students with paper-based accommodations (regular print, large print, one-item-per-page, braille), your school assessment coordinator will provide you with the test materials for the appropriate subject. See the appropriate scripts and instructions posted on the portal.

Test Group Code

For **paper-based** test sessions of FSA Retake, FCLE, Biology 1, Civics, and U.S. History EOCs, your school assessment coordinator will provide you with a unique four-digit test group code. The test group code is used as a security measure to identify groups of students tested together. You will need to post the test group code at the beginning of each session, as indicated in the test administration script, and record the code with your required administration information and on your seating chart.

Communicate Testing Policies to Parents/Guardians and Students

Prior to testing, make sure students and their parents/guardians understand the following policies:

- **Electronic Devices Policy**—Students are not permitted to have any electronic devices, including, but not limited to, cell phones, smartphones, tablets, smartwatches, and cameras at any time during testing **or** during breaks (e.g., restroom), **even if they are turned off or students do not use them**. If a student is found with an electronic device or is found using Bluetooth/wireless headphones/earbuds during testing, his or her test will be invalidated. For information regarding limited exceptions for students with eligible accommodations, see the *2023–2024 Statewide Assessments Accommodations Guide*.

- **Testing Rules Acknowledgment**—All tests include a Testing Rules Acknowledgment that reads: "I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated." Prior to testing, test administrators read the rules to students, and students acknowledge that they understand the testing rules by clicking a checkbox beside the statement in the secure browser or signing below the statement in their test documents.

- **Calculator Policy**—For the computer-based B.E.S.T. Algebra 1 and Geometry EOC tests and Session 2 of the FSA Algebra 1 EOC Retake, a handheld scientific calculator **may** be used. For the computer-based Biology 1 EOC, a handheld four-function calculator may be used. For paper-based administrations of Biology 1 EOC, a handheld four-function calculator must be used. For paper-based administrations of B.E.S.T. Algebra 1 and Geometry EOC and Session 2 of the FSA Algebra 1 EOC Retake, a handheld scientific calculator must be used. Schools must ensure that handheld calculators meet the specifications published by FDOE.

- **Leaving Campus**—If students leave campus before completing a test session (e.g., for lunch, an appointment), they **will not** be allowed to return to that session. Students and parents/guardians should be aware of this policy. If a student does not feel well on the day of testing, it may be best for the student to wait and be tested on a make-up day.

- **Discussing Test Content after Testing**—The last portion of the testing rules read to students before they affirm the Testing Rules Acknowledgment states that because the content of all statewide assessments is secure, students may not discuss or reveal details about the test content (including test items, responses, passages, and prompts) after the test. Please make sure that students understand this policy prior to testing and remind them that "discussing" test content includes any kind of electronic communication, such as texting, emailing, posting to social media, or sharing online.

  While students may not share information about secure test content after testing, this policy is not intended to prevent students from discussing their testing experiences with their parents/families.

- **Working Independently**—Students are responsible for doing their own work during the test and for protecting their answers from being seen by others. If students are caught cheating during testing, their tests will be invalidated. In addition, FDOE employs Caveon Test Security to analyze student test results to detect unusually similar answer patterns. Students' tests within a school that are found to have extremely similar answer patterns will be invalidated.

Test Administrator Responsibilities During Testing

If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to that session. If you have concerns that a student will be unable to finish the test, you should not allow the student to begin. Instead, arrange to administer the test to that student on a make-up day.

If you have concerns about the testing room, discuss them with your school assessment coordinator prior to testing.

Prepare Student Computers and Devices

Before the test session begins, launch the secure browser on each student computer or device in the testing room as indicated in the script, but do not log in for students. Ensure that you have a way to contact the technology coordinator or school assessment coordinator without leaving the room unattended. If administering an FSA ELA Reading Retake or a test with text-to-speech accommodations, ensure that student headphones/earbuds are plugged in prior to starting the secure browser.

Read Script

For non-accommodated CBT forms, use the scripts in this manual (see table below). Please note, students may still require administration accommodations, such as flexible setting.

Assessment	Pages
FSA ELA Writing Retake	40–47
FSA ELA Reading Retake	48–65
FSA Algebra 1 EOC Retake	66–83
B.E.S.T. Algebra 1/Geometry EOC	84–92
Biology 1 EOC	93–101
Civics/U.S. History EOC	102–109
FCLE	110–118
FAST ELA Reading Retake	119–126

Read the administration script **verbatim** to all students. Note that optional words and phrases appear in italics and parentheses and may be read at your discretion. Please read the important information and adhere to the instructions between the SAY boxes as you read the script to students. During a stretch break, you may repeat portions of the script to students as a reminder (e.g., "You may not have any electronic or recording devices.").

For information about computer-based accommodations (masking, text-to-speech, speech-to-text, text-to-speech on Writing response, ASL, CC) and paper-based accommodations (regular print, large print, braille, one-item-per-page), refer to the *2023–2024 Statewide Assessments Accommodations Guide*. Scripts and instructions for administering braille accommodations are provided with the braille test materials and are also available on the portal.

You may make necessary modifications to the script when testing students who are allowed certain accommodations. For example, if a student receives an additional time accommodation, modify references to the amount of time allotted for testing.

Distribute Materials

After students are seated, ensure that each student has a pen or pencil. Distribute calculators, planning sheets, work folders, reference sheets, periodic tables, and/or worksheets, as applicable, **before** testing begins. Read the administration script and distribute test tickets and, if applicable, passage booklets when instructed to do so.

Read Testing Rules Acknowledgment

After you read the testing rules in the script, students will click a checkbox beside the Testing Rules Acknowledgment on the test screen. The acknowledgment reads, "I understand these testing rules. If I do not follow these rules, my test score may be invalidated." As you read the portion of the script regarding the Testing Rules Acknowledgment, walk around the room and ensure that all students check the box next to the acknowledgment.

Students testing with paper-based accommodations will sign below the Testing Rules Acknowledgment in their test documents.

If a student in your testing room does not acknowledge the testing rules, contact your school assessment coordinator.

Create, Start, Monitor, and Stop the Test Session

In the Test Administrator (TA) Interface, you will create, start, monitor, and stop the test session you are administering for all computer-based tests. These instructions are included in the test administration script and the *Test Administrator User Guide*. Ensure that you understand how to complete these steps **before** administering a test, and discuss any questions or concerns with your school assessment coordinator or technology coordinator.

Ensure that you have test tickets, which contain the following student login information for all students in your testing room:

- First Name as it appears in TIDE
- Username provided in TIDE

Keep Time

Keep accurate time when administering a test session. Record starting and stopping times in the spaces provided in the script and also display these times for students. **Remember that failure to provide the correct amount of time will likely result in test invalidation.**

For all FSA ELA Retake, FSA Algebra 1 EOC Retake, and FCLE test sessions, students may be provided up to half the length of a typical school day to complete the session. For all B.E.S.T. Algebra 1, Biology 1, Civics, B.E.S.T. Geometry, and U.S. History EOC assessments and FAST ELA Reading Retake, students may be provided additional time to complete the test, but tests must be completed within the same school day. (Students are **not** required to have an extended time accommodation to receive additional testing time for FSA ELA Retake, FAST ELA Reading Retake, FSA Algebra 1 EOC Retake, FCLE, and EOC assessments.)

If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

ELLs, recently exited ELLs, or eligible students with IEPs or Section 504 Plans may be provided additional time as indicated in their plans to complete a test session, but each test session must be completed within one school day. Eligible students with IEPs or Section 504 Plans that allow testing over more than one day per session are required to test on paper.

Maintain Test Security

Maintain test security at all times, and report violations or concerns to your school assessment coordinator immediately. Adhere to the *Test Security Policies and Procedures* described on pages 17–19 and the Statutes and Rule in [Appendix D](#), and abide by the *[2023–2024 Test Administration and Security Agreement](#)* and the *[2023–2024 Test Administrator Prohibited Activities Agreement](#)* that you signed prior to testing.

If students leave the room during a test session for short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in the secure browser, that student must log back in and be approved in the TA Interface before he or she can continue testing.

For a longer break, you must secure a student's computer or device by pausing the student's test. Students may pause their own tests before leaving their seats. If the student has not paused his or her test, you must pause the test in the TA Interface. Your school assessment coordinator will provide instructions.

Maintain your required administration information, Security Log, and seating chart during testing.

Supervise Test Administration

Your full attention should be on students at all times during testing, and a testing room must never be left unattended. If issues arise during testing, you may need to use your computer or phone to contact your school assessment coordinator; however, it is not appropriate to use a computer, device, or phone for unrelated activities (such as grading or personal communication) during a test session. While students are working, actively monitor the testing room to ensure the following:

- students have cleared their desks or workstations of all materials except for the appropriate test materials (pens or pencils, test tickets, reference sheets, passage booklets, planning sheets, periodic tables, calculators, worksheets, or work folders, as applicable)
- students do not have books, notes, scratch paper, or electronic devices of any kind during testing, even if they do not use them
- students do not have a handheld calculator during Session 1 of an FSA Algebra 1 EOC Retake assessment
- students do not talk to other students or make any disturbance
- students are working independently

Carefully review the following information regarding guidance and policies that must be observed during and after testing.

Discussing Test Content with Students

You may not talk with students about test items or passages or help them with their answers. Any desktop-viewing programs or similar software that would enable you to view or record test content and student responses must be turned off during testing. You may not provide students with any information or cues that would allow them to infer the correct answer, such as suggesting that they might want to check their work on specific items. You may not read or comment on student responses or help students plan what to write or how to answer items.

While you may prepare students for testing using strategies, such as underlining (PBT) or highlighting (CBT) key words in passages or items, you may not actively monitor them to ensure they are using certain strategies. You may not offer incentives or rewards for using strategies during testing. Once testing begins, students must work on their own with the understanding that they are being monitored for **independent work only**.

Further, you may not read planning sheets, worksheets, or work folders or check through test documents, return them to students after they have been collected, or discuss test content, even after all test materials have been returned and testing has been completed.

Technical Issues

If a student's computer or device is disconnected from his or her test, contact the technology coordinator to help diagnose any technical issues. Then assist the student with logging in again. Once a student logs back in to his or her test, you will need to approve the student in the secure browser again and provide the correct amount of remaining time. **If a student still has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.** If a student's computer or device has technical issues, make a note of the issue to report to your school assessment coordinator after testing. Additional troubleshooting information is available in the *Test Administrator User Guide*.

Student Reports a Defective Item

If a student reports a test item that he or she thinks is defective, note the student's name, subject, item number, and basic student concern (e.g., two possible answers, no correct answer); however, do not review the item on your own. Most concerns result from a student not reading an item carefully; therefore, encourage the student to reread the item. If the student still thinks that the item is defective, reassure the student that a flawed item will not be used to calculate student scores. The student should answer the item to the best of his or her ability and continue with the test. Once testing has ended, inform your school assessment coordinator of the concern.

After Testing Is Complete

If permitted by your school assessment coordinator, you may allow students to read after they have finished a session **and** their test materials (e.g., test tickets, reference sheets, work folders, worksheets, planning sheets) have been collected. While still in the testing room, students are **not** permitted to write or to use their computers or devices after they have finished a session, even after their test materials have been collected. **Test materials may not be returned to students once the materials have been collected.**

Script for Administering the FSA ELA Writing Retake

120+ Minutes

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found on the [Florida Statewide Assessments Portal](#).

This test is 120 minutes, and students will take a short stretch break after 60 minutes of testing. Students who need additional time after 120 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.

During this test, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

- If a student starts a test and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to the test. If you have concerns that a student will be unable to finish the test, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss 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.**

- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**

- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

- When reading the following script, please note that optional words are italicized and in parentheses.

- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 28–29, including removing or covering any visual aids on boards or walls.

2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**

3. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E and on the Florida Statewide Assessments Portal.)

4. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).

5. Ensure that you understand your school assessment coordinator's instructions regarding the length of time students should be permitted to test. **Contact your school assessment coordinator if you have not already received timing information for this test.**

6. Ensure that each student has a pen or pencil.

7. Provide each student with a planning sheet. Ensure that you have a copy of the sample planning sheet found in Appendix E to display for students when instructed in the script.

8. If you have students who require FSA ELA Writing Retake Passage Booklets (see page 32), make sure that the students have been assigned this accommodation in TIDE and that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**

9. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.

10. Launch the secure browser on student computers or devices prior to beginning the test. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **B.E.S.T., Science, Social Studies, FCLE, & FSA Retakes**.

2. Select **Administer Statewide Assessments** and then log in to the TA Interface with your username and password.

3. Select the test you will be administering and then start the session.

4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with "FL." If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take the FSA ELA Writing Retake. The only materials on your desk should be your pen or pencil and your planning sheet.
	You may not have any electronic or recording devices, other than the device you are using to take the test, 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 not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. You may not use Bluetooth/wireless headphones/earbuds during testing. **If you access 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.

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).

SAY	**You will have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes. After 120 minutes, you will be permitted to continue working if you need additional time.**

Now, hold up a sample planning sheet.

SAY	Now, look at your planning sheet. Print your name and today's date in the upper right corner. You may use the front and back of this planning sheet to jot down ideas, plan, and organize *(prewrite, cluster, map, or web)* what you will write. It is important to use the planning sheet to plan what you will write, but make sure that you allow enough time to enter your response in the online testing platform. The writing on your planning sheet will **not** be scored. Only the response you type in the test will be scored.

Ensure that the Session ID is displayed where all students can see it.

SAY	Now, look at the *Please Sign In* screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

SAY	Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

SAY	Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.
	Do **not** sign in before I instruct you to do so.
	Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY	Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL -_____-_____. The Session ID is displayed for you. Click **Sign In**. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says *Is This You?*. Verify that the information is correct. If your information is correct, select **Yes** to continue. If the information is not correct, then select **No** to return to the *Please Sign In* screen and raise your hand.

Assist any students who raise their hands.

SAY	You will now see a screen that says *Your Tests*. Click the arrow to the left of **Start FSA ELA Writing Retake** to proceed.
	While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.
	Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals tab to review the list of students ready to begin testing. You may need to select **Refresh Page** to see all the students in your testing room on your list.

Review test settings: To view a student's online accessibility settings or accommodations, click the corresponding Test Settings icon [⊚]. Accessibility settings and/or accommodations for individual students are displayed. If changes to accommodations are required, deny the student's approval request and contact your school assessment coordinator who will update the student's test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

SAY	Now, you should see a screen that says *Before You Begin*.
	Do **not** click **Begin Test Now** until I tell you to do so.
	First, you will see a section titled *Testing Rules Acknowledgment*. Please listen and read along as I review the testing rules. Remember:
	• You may not have a cell phone during testing.
	• Do not talk to other students or make any disturbance.
	• Do not look at another student's test materials.
	• Do not ask for or provide help in answering any test questions.
	• Use only approved materials for taking notes.
	• Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.

SAY	Because the content in all statewide assessments is secure, you may not discuss or reveal details about the passages, prompt, or your writing response after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.
	Are there any questions?

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.
	I understand these testing rules. If I do not follow these rules, my test score may be invalidated.
	Now, click the box next to the acknowledgment to indicate that you understand the testing rules.

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.

SAY	During the test, be sure to read each passage carefully and respond completely to the writing prompt. Remember that your writing should show that you can organize and express your thoughts clearly and that you have responded completely to the writing prompt.
	You are required to write your response in English. Responses written in languages other than English will not be scored.
	Your response will automatically be saved every two minutes while you are actively working on the screen. You may also use the Save button on the top toolbar to save your work.
	You may **not** use a dictionary. If you aren't sure how to spell a word, spell it the best way you can.
	Manage your time carefully so that you can read the passages, plan your response, write your response, and revise and edit your response.
	If you finish the test before time is called, go back and check *(proofread)* your work and make corrections to improve your writing.
	Now, on the *Before You Begin* screen, click **View Test Settings**. You should see a screen that says *Review Test Settings*.
	This screen allows you to choose the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the *Review Test Settings* screen.

SAY	Click **OK** to save your changes and return to the *Before You Begin* screen. Do **not** begin your test at this time.
	Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

SAY	Click **Back** to return to the ***Before You Begin*** screen.
	Do **not** click **Begin Test Now** until I tell you to do so.

If you have students who will use FSA ELA Writing Retake Passage Booklets:

Distribute FSA ELA Writing Retake Passage Booklets to any students with this accommodation, and read the following SAY box. **If no students require this accommodation, skip the following SAY box.**

SAY	Write your name in the space on the front cover of your passage booklet. Find the plastic pull tab on the right side of your passage booklet. Gently pull the tab **out** and **down**. Do not remove any remaining pieces of the tab. You may write in your passage booklet, but be careful not to tear the pages or cover any parts of a passage. Do not read any of the passages before the test begins.

SAY	If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your *(passage booklet,)* planning sheet and test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.
	You have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes. After 120 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the test.
	Now, click **Begin Test Now** and note the final warning about cell phones. If you have a phone within your reach, raise your hand and I will collect it now. *(Pause. Collect any devices.)* Now, click **Next** in the upper left corner of the screen. This will take you to the passages and prompt. You may now begin working.

Complete the following:

STARTING time:	_____
Add 60 minutes:	+60 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 50 minutes:	+50 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress column in the TA Interface, which lists the student's progress through the test as well as the student's test status. This page automatically refreshes every 60 seconds. When the page refreshes, students' statuses and progress through the test are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content and planning sheets before, during, and after the test.

If a defective passage booklet is found, contact your school assessment coordinator.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times** while you are **actively monitoring** the testing room.

After 60 minutes from the STARTING time,

SAY	**Stop.** You may stand and stretch, but do not talk or look at another student's *(passage booklet,)* computer screen, device, or planning sheet.

After a short break,

SAY	Now, be seated. You still have 60 minutes to complete the test, and I will let you know when there are 10 minutes left. You will be permitted to continue working if you need additional time. As a reminder, the writing on your planning sheet will not be scored. Only the response you type in the test will be scored. You may now continue working.

After 50 minutes,

SAY	There are 10 minutes left in the 120-minute test. If you finish early, remember to check *(proofread)* your work and make corrections to improve your writing.

After 10 more minutes,

SAY	**Stop.** Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time. If you have finished working, click **Next** until you see the review screen. *(Pause.)* On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)* On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your *(passage booklet,)* planning sheet and test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished and allow students who have not finished to continue working **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now, we will continue testing. You have until _____ to continue working, and I will let you know when there are 10 minutes left.

At 10 minutes before the stopping time,

| SAY | You have 10 minutes to finish the test. Remember to check *(proofread)* your work and make corrections to improve your writing. |

After 10 more minutes,

SAY	**Stop.** Click **Next** until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)*
	On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your *(passage booklet,)* planning sheet and test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test session by clicking **Stop Session** in the TA Interface. This will pause any remaining tests, so only select **Stop Session** after all students have submitted their tests. Then log out of the TA Interface by clicking the **Account** drop-down menu and selecting *Logout* in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (passage booklets,) planning sheets and test tickets and that your required administration information and testing room seating chart are accurate and complete and includes arrows to indicate which direction students are facing.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. 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

    For ELL or recently exited ELL students:
    - 2-FSC = Flexible Scheduling
    - 2-FSE = Flexible Setting
    - 2-AHL = Assistance in Heritage Language
    - 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator as described on page 127.

Script for Administering the FSA ELA Reading Retake

Session 1

90+ Minutes

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech, closed captioning) can be found on the [Florida Statewide Assessments Portal](#).

This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

- If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss 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.**

- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**

- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

- When reading the following script, please note that optional words are italicized and in parentheses.

- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 28–29, including removing or covering any visual aids on boards or walls.

2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**

3. Ensure that the Electronic Devices sign and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E and on the Florida Statewide Assessments Portal.)

4. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).

5. Ensure that you understand your school assessment coordinator's instructions regarding the length of time students should be permitted to test for this session. **Contact your school assessment coordinator if you have not already received timing information for Session 1.**

6. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A CBT Worksheet

7. If you have students who require FSA ELA Reading Retake Passage Booklets (see page 33), make sure that the students have been assigned this accommodation in TIDE and that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**

8. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.

9. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

10. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **B.E.S.T., Science, Social Studies, FCLE, & FSA Retakes**.

2. Select **Administer Statewide Assessments** and then log in to the TA Interface with your username and password.

3. Select the test you will be administering and then start the session.

4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with "FL." If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take Session 1 of the FSA ELA Reading Retake. The only materials on your desk should be your pen or pencil and your CBT Worksheet.
	You may not have any electronic or recording devices, other than the device you are using to take the test, 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 not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. You may not use Bluetooth/wireless headphones/earbuds during testing. **If you access 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.

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).

SAY	**You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.**
	Write your first and last names and today's date on your CBT Worksheet. You may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session.

Ensure that the Session ID is displayed where all students can see it.

SAY	Now, look at the **_Please Sign In_** screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the **_Please Sign In_** screen, open the secure browser on that computer or device.

SAY	Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

SAY	Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.
	Do **not** sign in before I instruct you to do so.
	Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY	Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL -_____-____. The Session ID is displayed for you. Click **Sign In**. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says *Is This You?*. Verify that the information is correct. If your information is correct, select **Yes** to continue. If the information is not correct, then select **No** to return to the *Please Sign In* screen and raise your hand.

Assist any students who raise their hands.

SAY	You will now see a screen that says *Your Tests*. Click the arrow to the left of **Start FSA ELA Reading Retake** to proceed.
	While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.
	Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals tab to review the list of students ready to begin testing. You may need to select **Refresh Page** to see all the students in your testing room on your list.

Review test settings: To view a student's online accessibility settings or accommodations, click the corresponding Test Settings icon [⊚]. Accessibility settings and/or accommodations for individual students are displayed. If changes to accommodations are required, deny the student's approval request and contact your school assessment coordinator who will update the student's test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

SAY	Now, you should see a screen that says *Audio Checks*. Put your headphones or earbuds on now. In the Sound Check section, click the speaker icon. Adjust the volume, if necessary. If you can hear the sound, click **Yes** and wait for further instructions.
	Raise your hand if you cannot hear the sound.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have selected **Yes** on the *Audio Checks* screen,

SAY	Now, you should see a screen that says *Before You Begin*.
	Do **not** click **Begin Test Now** until I tell you to do so.

SAY	First, you will see a section titled *Testing Rules Acknowledgment*. Please listen and read along as I review the testing rules. Remember:
	• You may not have a cell phone during testing.
	• Do not talk to other students or make any disturbance.
	• Do not look at another student's test materials.
	• Do not ask for or provide help in answering any test questions.
	• Use only approved materials for taking notes.
	• Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.
	Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.
	Are there any questions?

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.
	I understand these testing rules. If I do not follow these rules, my test score may be invalidated.
	Now, click the box next to the acknowledgment to indicate that you understand the testing rules.

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.

SAY	Now, on the *Before You Begin* screen, click **View Test Settings**. You should see a screen that says *Review Test Settings*.
	This screen allows you to choose the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the *Review Test Settings* screen.

SAY	Click **OK** to save your changes and return to the *Before You Begin* screen. Do **not** begin your test at this time.
	Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

SAY	Click **Back** to return to the *Before You Begin* screen.
	Do **not** click **Begin Test Now** until I tell you to do so.

SAY	Today you will complete Session 1. Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

If you have students who will use FSA ELA Reading Retake Passage Booklets:

Distribute FSA ELA Reading Retake Passage Booklets to any students with this accommodation, and read the following SAY box. **If no students require this accommodation, skip the following SAY box.**

SAY	Write your name in the space on the front cover of your passage booklet. Find the first plastic pull tab on the right side of your passage booklet. Carefully pull the tab **out** and **down**. Do not remove any remaining pieces of the tab. You may write in your passage booklet, but be careful not to tear the pages or cover any parts of a passage. Do not read any of the passages before the test begins.

Read Option A, B, or C based on instructions from your school assessment coordinator.

Option A

SAY	When you have finished this session, click **Next** in the upper left corner until you reach the review screen. Review your work carefully and make sure you have answered every question. Do not click **End Session** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions.

OR

Option B

SAY	When you have finished this session, click **Next** in the upper left corner until you reach the review screen. Review your work carefully and make sure you have answered every question. After you have checked your work, click **End Session** on the review screen and raise your hand. I will collect your *(passage booklet,)* worksheet and test ticket. Then you must sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions.

OR

Option C

SAY	When you have finished this session, click **Next** in the upper left corner until you reach the review screen. Review your work carefully and make sure you have answered every question. After you have checked your work, click **End Session** on the review screen and raise your hand. I will collect your *(passage booklet,)* worksheet and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device. Please raise your hand if you have any questions.

Answer all questions.

SAY	If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your *(passage booklet,)* worksheet and test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.
	You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the session.
	Now, click **Begin Test Now** and note the final warning about cell phones. If you have a phone within your reach, raise your hand and I will collect it now. *(Pause. Collect any devices.)* Now, click **Next** in the upper left corner of the screen. This will take you to the first question of the test. You may now begin working.

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress column in the TA Interface, which lists the student's progress through the test as well as the student's test status. This page automatically refreshes every 60 seconds. When the page refreshes, students' statuses and progress through the test are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

If a defective passage booklet is found, contact your school assessment coordinator.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times** while you are **actively monitoring** the testing room.

After 45 minutes from the STARTING time,

SAY	**Stop.** You may stand and stretch, but do not talk or look at another student's *(passage booklet,)* computer screen, device, or worksheet.

After a short break,

SAY	Now, be seated. You still have 45 minutes to complete this session, and I will let you know when there are 10 minutes left. You will be permitted to continue working if you need additional time. Remember, if you finish early, go back and check your work.
	Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

SAY	There are 10 minutes left in the 90-minute test session.

After 10 more minutes,

SAY	**Stop.** Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.
	If you have finished working, click **Next** in the upper left corner until you see the review screen. Pause your test by clicking **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. Raise your hand and I will collect your *(passage booklet,)* worksheet and test ticket.

Students will be returned to the ***Please Sign In*** screen once they pause their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished and allow students who have not finished to continue working **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now, we will continue testing. You have until _____ to continue working, and I will let you know when there are 10 minutes left.

At 10 minutes before the stopping time,

SAY	You have 10 minutes to complete Session 1.

After 10 more minutes,

SAY	**Stop.** Click **Next** in the upper left corner until you see the review screen. Pause your test by clicking **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. I will collect your *(passage booklet,)* worksheet and test ticket.

Students will be returned to the ***Please Sign In*** screen once they pause their tests. Collect test materials.

Once all students have paused their tests, end the test session by clicking **Stop Session** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking the **Account** drop-down menu and selecting *Logout* in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (passage booklets,) worksheets and test tickets and that your required administration information and testing room seating chart are accurate and complete and includes arrows to indicate which direction students are facing.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. 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

For ELL or recently exited ELL students:
- 2-FSC = Flexible Scheduling
- 2-FSE = Flexible Setting
- 2-AHL = Assistance in Heritage Language
- 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator until the beginning of Session 2.

Script for Administering the FSA ELA Reading Retake

Session 2

90+ Minutes

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech, closed captioning) can be found on the [Florida Statewide Assessments Portal](#).

This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.

- If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss 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.**

- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**

- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

- When reading the following script, please note that optional words are italicized and in parentheses.
- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 28–29, including removing or covering any visual aids on boards or walls.

2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**

3. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E and on the Florida Statewide Assessments Portal.)

4. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).

5. Ensure that you understand your school assessment coordinator's instructions regarding the length of time students should be permitted to test for this session. **Contact your school assessment coordinator if you have not already received timing information for Session 2.**

6. Prior to testing, ensure that students have the following:
    - A pen or pencil
    - A new CBT Worksheet (Students should **not** use the same worksheets that they used in Session 1.)

7. If you have students who require FSA ELA Reading Retake Passage Booklets, make sure that each student receives the same FSA ELA Reading Retake Passage Booklet that he or she used during Session 1. **Do not distribute the booklets until instructed to do so in the script.**

8. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.

9. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

10. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **B.E.S.T., Science, Social Studies, FCLE, & FSA Retakes**.

2. Select **Administer Statewide Assessments** and then log in to the TA Interface with your username and password.

3. Select the test you will be administering and then start the session.

4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with "FL." If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take Session 2 of the FSA ELA Reading Retake. The only materials on your desk should be your pen or pencil and your CBT Worksheet.
	You may not have any electronic or recording devices, other than the device you are using to take the test, 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 not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. You may not use Bluetooth/wireless headphones/earbuds during testing. **If you access 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.

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).

SAY	**You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.**
	Write your first and last names and today's date on your CBT Worksheet. Remember, you may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session.

Ensure that the Session ID is displayed where all students can see it.

SAY	Now, look at the *Please Sign In* screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

SAY	Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

FSA ELA Reading Retake
Session 2

SAY	Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.
	Do **not** sign in before I instruct you to do so.
	Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY	Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL -_____-____. The Session ID is displayed for you. Click **Sign In**. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says *Is This You?*. Verify that the information is correct. If your information is correct, select **Yes** to continue. If the information is not correct, then select **No** to return to the *Please Sign In* screen and raise your hand.

Assist any students who raise their hands.

SAY	You will now see a screen that says *Your Tests*. Click **Resume FSA ELA Reading Retake** to proceed.
	While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.
	Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals tab to review the list of students ready to begin testing. You may need to select **Refresh Page** to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

SAY	Now, you should see a screen that says *Audio Checks*. Put your headphones or earbuds on now. In the Sound Check section, click the speaker icon. Adjust the volume, if necessary. If you can hear the sound, click **Yes** and wait for further instructions.
	Raise your hand if you cannot hear the sound.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have selected **Yes** on the *Audio Checks* screen,

SAY	Now, you should see a screen that says *Before You Begin*.
	Do **not** click **Begin Test Now** until I tell you to do so.

SAY	First, you will see a section titled *Testing Rules Acknowledgment*. Please listen and read along as I review the testing rules. Remember: • You may not have a cell phone during testing. • Do not talk to other students or make any disturbance. • Do not look at another student's test materials. • Do not ask for or provide help in answering any test questions. • Use only approved materials for taking notes. • Do not have access to or use any electronic or recording devices at any time during this session, including during breaks. Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites. Are there any questions?

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud. **I understand these testing rules. If I do not follow these rules, my test score may be invalidated.** Now, click the box next to the acknowledgment to indicate that you understand the testing rules.

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.

SAY	Now, on the *Before You Begin* screen, click **View Test Settings**. You should see a screen that says *Review Test Settings*. This screen allows you to choose the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the *Review Test Settings* screen.

SAY	Click **OK** to save your changes and return to the *Before You Begin* screen. Do **not** begin your test at this time. Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

SAY	Click **Back** to return to the *Before You Begin* screen. Do **not** click **Begin Test Now** until I tell you to do so.

SAY	Today you will complete Session 2. Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

If you have students who will use FSA ELA Reading Retake Passage Booklets:

Distribute FSA ELA Reading Retake Passage Booklets to any students with this accommodation, and ensure that each student receives the passage booklet with his or her name on it. Then read the following SAY box. **If no students require this accommodation, skip the following SAY box.**

SAY	Make sure you have the passage booklet with your name on it. Find the remaining plastic pull tab on the right side of your passage booklet. Carefully pull the tab **out** and **down**. Do not remove any remaining pieces of the tab. Do not read any of the passages before the test begins.

Read Option A, B, or C based on instructions from your school assessment coordinator.

Option A

SAY	When you have finished this session, click **Next** in the upper left corner until you see the review screen. After you have checked your work, sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions.

OR

Option B

SAY	When you have finished this session, click **Next** in the upper left corner until you see the review screen. After you have finished checking your work, raise your hand. I will collect your *(passage booklet,)* worksheet and test ticket. Then you must sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions.

OR

Option C

SAY	When you have finished this session, click **Next** in the upper left corner until you see the review screen. After you have finished checking your work, raise your hand. I will collect your *(passage booklet,)* worksheet and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device. Please raise your hand if you have any questions.

Answer all questions.

SAY	If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your *(passage booklet,)* worksheet and test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.
	You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the session.
	Now, click **Begin Test Now** and note the final warning about cell phones. If you have a phone within your reach, raise your hand and I will collect it now. *(Pause. Collect any devices.)* Now, click **Next** in the upper left corner of the screen. This will take you to the first question of the test session. You may now begin working.

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress column in the TA Interface, which lists the student's progress through the test as well as the student's test status. This page automatically refreshes every 60 seconds. When the page refreshes, students' statuses and progress through the test are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

If a defective passage booklet is found, contact your school assessment coordinator.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times** while you are **actively monitoring** the testing room.

After 45 minutes from the STARTING time,

SAY	**Stop.** You may stand and stretch, but do not talk or look at another student's *(passage booklet,)* computer screen, device, or worksheet.

After a short break,

SAY	Now, be seated. You still have 45 minutes to complete this session, and I will let you know when there are 10 minutes left. You will be permitted to continue working if you need additional time. Remember, if you finish early, go back and check your work.
	Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

SAY	There are 10 minutes left in the 90-minute test session.

After 10 more minutes,

SAY	**Stop.** Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.
	If you have finished working and have not submitted your test, click **Next** in the upper left corner until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)*
	On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your *(passage booklet,)* worksheet and test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished and allow students who have not finished to continue working **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now, we will continue testing. You have until _____ to continue working, and I will let you know when there are 10 minutes left.

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish Session 2.

After 10 more minutes,

SAY	**Stop.** Click **Next** in the upper left corner until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)*
	On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your *(passage booklet,)* worksheet and test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test session by clicking **Stop Session** in the TA Interface. This will pause any remaining tests, so only select **Stop Session** after all students have submitted their tests. Then log out of the TA Interface by clicking the **Account** drop-down menu and selecting *Logout* in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (passage booklets,) worksheets and test tickets and that your required administration information and testing room seating chart are accurate and complete and includes arrows to indicate which direction students are facing.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. 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

    For ELL or recently exited ELL students:
    - 2-FSC = Flexible Scheduling
    - 2-FSE = Flexible Setting
    - 2-AHL = Assistance in Heritage Language
    - 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator as described on page 127.

Script for Administering the FSA Algebra 1 EOC Retake

Session 1

90+ Minutes

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

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (masking, text-to-speech) can be found on the Florida Statewide Assessments Portal.

This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

- If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss 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.**

- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**

- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

- When reading the following script, please note that optional words are italicized and in parentheses.

- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 28–29, including removing or covering any visual aids on boards or walls.

2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**

3. Ensure that the Electronic Devices sign, No Calculators sign, and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E and on the Florida Statewide Assessments Portal.)

4. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying mathematical concepts).

5. Ensure that you understand your school assessment coordinator's instructions regarding the length of time students should be permitted to test for this session. **Contact your school assessment coordinator if you have not already received timing information for Session 1.**

6. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A CBT Work Folder
   - *Algebra 1 EOC FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. **Paper reference sheets must be for FSA Algebra 1 EOC Retake, not the reference sheet for B.E.S.T. Algebra 1 EOC.** Using the incorrect reference sheet may lead to invalidations.)

7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.

8. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **B.E.S.T., Science, Social Studies, FCLE, & FSA Retakes**.

2. Select **Administer Statewide Assessments** and then log in to the TA Interface with your username and password.

3. Select the test you will be administering and then start the session.

4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with "FL." If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take Session 1 of the FSA Algebra 1 EOC Retake. The only materials on your desk should be your *(Algebra 1 EOC FSA Mathematics Reference Sheet,)* pen or pencil, and your work folder.
	You may not have any electronic or recording devices, other than the device you are using to take the test, 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 not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. You may not use Bluetooth/wireless headphones/earbuds during testing. **If you access 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.

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).

SAY	**You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.**
	Write your first and last names and today's date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.
	Calculators are not allowed during this test session. If you have a calculator, raise your hand and I will collect it. *(Pause.)*

Ensure that the Session ID is displayed where all students can see it.

SAY	Now, look at the ***Please Sign In*** screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the ***Please Sign In*** screen, open the secure browser on that computer or device.

SAY	Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

SAY	Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.
	Do **not** sign in before I instruct you to do so.
	Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY	Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL -_____-____. The Session ID is displayed for you. Click **Sign In**. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says *Is This You?*. Verify that the information is correct. If your information is correct, select **Yes** to continue. If the information is not correct, then select **No** to return to the *Please Sign In* screen and raise your hand.

Assist any students who raise their hands.

SAY	You will now see a screen that says *Your Tests*. Click the arrow to the left of **Start FSA Algebra 1 EOC Retake** to proceed.
	While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.
	Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals tab to review the list of students ready to begin testing. You may need to select **Refresh Page** to see all the students in your testing room on your list.

Review test settings: To view a student's online accessibility settings or accommodations, click the corresponding Test Settings icon [ⓞ]. Accessibility settings and/or accommodations for individual students are displayed. If changes to accommodations are required, deny the student's approval request and contact your school assessment coordinator who will update the student's test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

SAY	Now, you should see a screen that says *Before You Begin*.
	Do **not** click **Begin Test Now** until I tell you to do so.

SAY	First, you will see a section titled *Testing Rules Acknowledgment*. Please listen and read along as I review the testing rules. Remember:
	• You may not have a cell phone during testing.
	• Do not talk to other students or make any disturbance.
	• Do not look at another student's test materials.
	• Do not ask for or provide help in answering any test questions.
	• Use only approved materials for taking notes.
	• Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.
	Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.
	Are there any questions?

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.
	I understand these testing rules. If I do not follow these rules, my test score may be invalidated.
	Now, click the box next to the acknowledgment to indicate that you understand the testing rules.

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.

SAY	Now, on the ***Before You Begin*** screen, click **View Test Settings**. You should see a screen that says ***Review Test Settings***.
	This screen allows you to choose the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the ***Review Test Settings*** screen.

SAY	Click **OK** to save your changes and return to the ***Before You Begin*** screen. Do **not** begin your test at this time.
	Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

SAY	Click **Back** to return to the ***Before You Begin*** screen.
	Do **not** click **Begin Test Now** until I tell you to do so.

SAY	Today you will complete Session 1. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.
	As a reminder, you may access a pop-up window displaying an electronic version of the reference sheet by clicking the Formulas button in the top right corner of the test.

If your school provided paper copies of the *Algebra 1 EOC FSA Mathematics Reference Sheet* for students to use,

SAY	Now, look at the top of your paper reference sheet. It should say *Algebra 1 EOC FSA Mathematics Reference Sheet*. Examine the page carefully to ensure that content near the edge of the reference sheet has not been cut off. Please raise your hand if there are problems with your reference sheet.

Pause, then collect any defective reference sheets and return them to the school assessment coordinator. Distribute new reference sheets to these students and instruct them to check the sheets carefully.

SAY	Write your first and last names in the upper right corner of the reference sheet now. *(Pause.)*
	This is considered a secure document and must be returned with your work folder.
	Please raise your hand if you have any questions.

Answer all questions.

Read Option A, B, or C based on instructions from your school assessment coordinator.

Option A

SAY	When you have finished this session, click **Next** in the upper left corner until you reach the review screen. Review your work carefully and make sure you have answered every question. Do not click **End Session** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.
	Please raise your hand if you have any questions.

OR

Option B

SAY	When you have finished this session, click **Next** in the upper left corner until you reach the review screen. Review your work carefully and make sure you have answered every question. After you have checked your work, click **End Session** on the review screen and raise your hand. I will collect your *(reference sheet,)* work folder and test ticket. Then you must sit quietly until I tell you that this session has ended.
	Please raise your hand if you have any questions.

OR

Option C

| SAY | When you have finished this session, click **Next** in the upper left corner until you reach the review screen. Review your work carefully and make sure you have answered every question. After you have checked your work, click **End Session** on the review screen and raise your hand. I will collect your *(reference sheet,)* work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.

Please raise your hand if you have any questions. |
|---|---|

Answer all questions.

| SAY | If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your *(reference sheet,)* work folder and test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.

You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and note the final warning about cell phones. If you have a phone within your reach, raise your hand and I will collect it now. *(Pause. Collect any devices.)* Now, click **Next** in the upper left corner of the screen. This will take you to the first question of the test. You may now begin working. |
|---|---|

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress column in the TA Interface, which lists the student's progress through the test as well as the student's test status. This page automatically refreshes every 60 seconds. When the page refreshes, students' statuses and progress through the test are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times** while you are **actively monitoring** the testing room.

After 45 minutes from the STARTING time,

SAY	**Stop.** You may stand and stretch, but do not talk or look at another student's *(reference sheet,)* computer screen, device, or work folder.

After a short break,

SAY	Now, be seated. You still have 45 minutes to complete this session, and I will let you know when there are 10 minutes left. You will be permitted to continue working if you need additional time. Remember, if you finish early, go back and check your work. Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

SAY	There are 10 minutes left in the 90-minute test session.

After 10 more minutes,

SAY	**Stop.** Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time. If you have finished working, make sure you are on the review screen. Pause your test by clicking **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. Raise your hand and I will collect your *(reference sheet,)* work folder and test ticket.

Students will be returned to the ***Please Sign In*** screen once they pause their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished and allow students who have not finished to continue working **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now, we will continue testing. You have until _____ to continue working, and I will let you know when there are 10 minutes left.

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish Session 1.

After 10 more minutes,

SAY	**Stop.** Make sure you are on the review screen. Pause your test by clicking **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. I will collect your *(reference sheet,)* work folder and test ticket.

Students will be returned to the ***Please Sign In*** screen once they pause their tests. Collect test materials.

Once all students have paused their tests, end the test session by clicking **Stop Session** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking the **Account** drop-down menu and selecting *Logout* in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (reference sheets,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete and includes arrows to indicate which direction students are facing.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. 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

    For ELL or recently exited ELL students:
    - 2-FSC = Flexible Scheduling
    - 2-FSE = Flexible Setting
    - 2-AHL = Assistance in Heritage Language
    - 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator until the beginning of Session 2.

Script for Administering the FSA Algebra 1 EOC Retake

Session 2

90+ Minutes

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (masking, text-to-speech) can be found on the [Florida Statewide Assessments Portal](#).

This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.

- If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss 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.**

- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**

- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

- When reading the following script, please note that optional words are italicized and in parentheses.
- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 28–29, including removing or covering any visual aids on boards or walls.

2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**

3. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E and on the Florida Statewide Assessments Portal.)

4. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying mathematical concepts).

5. Ensure that you understand your school assessment coordinator's instructions regarding the length of time students should be permitted to test for this session. **Contact your school assessment coordinator if you have not already received timing information for Session 2.**

6. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A new CBT Work Folder (Students should **not** use the same work folders that they used in Session 1.)
   - A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided **only** if your school is allowing their use.)
   - *Algebra 1 EOC FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. You may provide new printed copies of the reference sheet for Session 2 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Session 1, then make sure that each student receives the same reference sheet that he or she used during Session 1. **Paper reference sheets must be for FSA Algebra 1 EOC Retake, not the reference sheet for B.E.S.T. Algebra 1 EOC.** Using the incorrect reference sheet may lead to invalidations.)

7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.

8. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **B.E.S.T., Science, Social Studies, FCLE, & FSA Retakes**.

2. Select **Administer Statewide Assessments** and then log in to the TA Interface with your username and password.

3. Select the test you will be administering and then start the session.

4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with "FL." If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you are going to take Session 2 of the FSA Algebra 1 EOC Retake. The only materials on your desk should be your *(Algebra 1 EOC FSA Mathematics Reference Sheet,) (scientific calculator,)* pen or pencil, and your work folder. You may not have any electronic or recording devices, other than the device you are using to take the test *(and 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 not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. You may not use Bluetooth/wireless headphones/earbuds during testing. **If you access 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.

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).

SAY	**You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.** Write your first and last names and today's date on your work folder. Remember, you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.

Ensure that the Session ID is displayed where all students can see it.

SAY	Now, look at the ***Please Sign In*** screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the ***Please Sign In*** screen, open the secure browser on that computer or device.

SAY	Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

SAY	Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.
	Do **not** sign in before I instruct you to do so.
	Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY	Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL -_____-____. The Session ID is displayed for you. Click **Sign In**. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says *Is This You?*. Verify that the information is correct. If your information is correct, select **Yes** to continue. If the information is not correct, then select **No** to return to the *Please Sign In* screen and raise your hand.

Assist any students who raise their hands.

SAY	You will now see a screen that says *Your Tests*. Click **Resume FSA Algebra 1 EOC Retake** to proceed.
	While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.
	Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals tab to review the list of students ready to begin testing. You may need to select **Refresh Page** to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

SAY	Now, you should see a screen that says *Before You Begin*.
	Do **not** click **Begin Test Now** until I tell you to do so.
	First, you will see a section titled *Testing Rules Acknowledgment*. Please listen and read along as I review the testing rules. Remember:
	• You may not have a cell phone during testing.
	• Do not talk to other students or make any disturbance.
	• Do not look at another student's test materials.
	• Do not ask for or provide help in answering any test questions.
	• Use only approved materials for taking notes.
	• Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.

SAY	Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites. Are there any questions?

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud. **I understand these testing rules. If I do not follow these rules, my test score may be invalidated.** Now, click the box next to the acknowledgment to indicate that you understand the testing rules.

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.

SAY	Now, on the *Before You Begin* screen, click **View Test Settings**. You should see a screen that says *Review Test Settings*. This screen allows you to choose the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the *Review Test Settings* screen.

SAY	Click **OK** to save your changes and return to the *Before You Begin* screen. Do **not** begin your test at this time. Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

SAY	Click **Back** to return to the *Before You Begin* screen. Do **not** click **Begin Test Now** until I tell you to do so. Today you will complete Session 2. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped. As a reminder, you may access a calculator by clicking the Calculator button in the top right corner of the test. You may also access a pop-up window displaying an electronic version of the reference sheet by clicking the Formulas button in the top right corner of the test.

If your school provided paper copies of the *Algebra 1 EOC FSA Mathematics Reference Sheet* for students to use,

SAY	Now, look at your paper reference sheet. *(Make sure you have the reference sheet with your name on it.) (Write your first and last names in the upper right corner of the new reference sheet now.)* Please raise your hand if there are problems with your reference sheet.
	This is considered a secure document and must be returned with your work folder.
	Please raise your hand if you have any questions.

Answer all questions.

Read Option A, B, or C based on instructions from your school assessment coordinator.

Option A

SAY	When you have finished this session, click **Next** in the upper left corner until you see the review screen. After you have checked your work, sit quietly until I tell you that this session has ended.
	Please raise your hand if you have any questions.

OR

Option B

SAY	When you have finished this session, click **Next** in the upper left corner until you see the review screen. After you have finished checking your work, raise your hand. I will collect your *(reference sheet,) (calculator,)* work folder and test ticket. Then you must sit quietly until I tell you that this session has ended.
	Please raise your hand if you have any questions.

OR

Option C

SAY	When you have finished this session, click **Next** in the upper left corner until you see the review screen. After you have finished checking your work, raise your hand. I will collect your *(reference sheet,) (calculator,)* work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.
	Please raise your hand if you have any questions.

Answer all questions.

SAY	If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your *(reference sheet,) (calculator,)* work folder and test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.
	You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the session.
	Now, click **Begin Test Now** and note the final warning about cell phones. If you have a phone within your reach, raise your hand and I will collect it now. *(Pause. Collect any devices.)* Now, click **Next** in the upper left corner of the screen. This will take you to the first question of the test session. You may now begin working.

Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 35 minutes:	+35 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress column in the TA Interface, which lists the student's progress through the test as well as the student's test status. This page automatically refreshes every 60 seconds. When the page refreshes, students' statuses and progress through the test are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times** while you are **actively monitoring** the testing room.

After 45 minutes from the STARTING time,

SAY	**Stop.** You may stand and stretch, but do not talk or look at another student's *(reference sheet,) (calculator,)* computer screen, device, or work folder.

FSA Algebra 1 EOC Retake
Session 2

After a short break,

SAY	Now, be seated. You still have 45 minutes to complete this session, and I will let you know when there are 10 minutes left. You will be permitted to continue working if you need additional time. Remember, if you finish early, go back and check your work.
	Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

SAY	There are 10 minutes left in the 90-minute test session.

After 10 more minutes,

SAY	**Stop.** Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.
	If you have finished working and have not submitted your test, click **Next** in the upper-left corner until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)*
	On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your *(reference sheet,) (calculator,)* work folder and test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished and allow students who have not finished to continue working **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now, we will continue testing. You have until _____ to continue working, and I will let you know when there are 10 minutes left.

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish Session 2.

After 10 more minutes,

SAY	**Stop.** Click **Next** in the upper left corner until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)*
	On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your *(reference sheet,) (calculator,)* work folder and test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test session by clicking **Stop Session** in the TA Interface. This will pause any remaining tests, so only select **Stop Session** after all students have submitted their tests. Then log out of the TA Interface by clicking the **Account** drop-down menu and selecting *Logout* in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (reference sheets, calculators,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete and includes arrows to indicate which direction students are facing.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. 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

   For ELL or recently exited ELL students:
   - 2-FSC = Flexible Scheduling
   - 2-FSE = Flexible Setting
   - 2-AHL = Assistance in Heritage Language
   - 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator as described on page 127.

Script for Administering the
B.E.S.T. Algebra 1/Geometry EOC Assessment

160+ Minutes

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (masking, text-to-speech) can be found on the [Florida Statewide Assessments Portal](#).

This test is 160 minutes, and students will take a short stretch break after 80 minutes of testing. Students who need additional time after 160 minutes may continue working; however, testing must be completed within the same school day.

During this test, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

- If a student starts a test and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to that test. If you have concerns that a student will be unable to finish the test, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss 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.**

- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**

- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

- When reading the following script, please note that optional words are italicized and in parentheses.

- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 28–29, including removing or covering any visual aids on boards or walls.

2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**

3. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in <u>Appendix E</u> and on the <u>Florida Statewide Assessments Portal</u>.)

4. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying mathematical concepts).

5. Prior to testing, ensure that students have the following:
    *   A pen or pencil
    *   A CBT Work Folder
    *   *B.E.S.T. Algebra 1 EOC Mathematics Reference Sheet* or *B.E.S.T. Geometry EOC Mathematics Reference Sheet* (Paper reference sheets should be provided only if your school is providing copies for all students. **Paper reference sheets must be for B.E.S.T. Algebra 1 EOC or B.E.S.T. Geometry EOC, not the reference sheets for FSA Algebra 1 EOC Retake.** Using the incorrect reference sheet may lead to invalidations.)
    *   A handheld scientific calculator with only allowable functionalities (if your school is allowing their use)

6. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.

7. Launch the secure browser on student computers or devices prior to beginning the test. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the <u>Florida Statewide Assessments Portal</u> and click **B.E.S.T., Science, Social Studies, FCLE, & FSA Retakes**.

2. Select **Administer Statewide Assessments** and then log in to the TA Interface with your username and password.

3. Select the test you will be administering and then start the session.

4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with "FL." If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you will take the B.E.S.T. *(Algebra 1 EOC) (Geometry EOC)* test. The only materials on your desk should be your *(B.E.S.T. Algebra 1 EOC Mathematics Reference Sheet,) (B.E.S.T. Geometry EOC Mathematics Reference Sheet,) (scientific calculator,)* pen or pencil and your work folder.
	You may not have any electronic or recording devices, other than the device you are using to take the test *(and your calculator)*, 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 not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. You may not use Bluetooth/wireless headphones/earbuds during testing. **If you access 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.

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).

SAY	**You will have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time.**
	Write your first and last names and today's date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test.
	Please do not type any information until I tell you to do so.

Ensure that the Session ID is displayed where all students can see it.

SAY	Now, look at the *Please Sign In* screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

SAY	Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

SAY	Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.
	Do **not** sign in before I instruct you to do so.
	Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY	Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL -_____-____. The Session ID is displayed for you. Click **Sign In**. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says *Is This You?*. Verify that the information is correct. If your information is correct, select **Yes** to continue. If the information is not correct, then select **No** and raise your hand.

Assist any students who raise their hands.

SAY	You will now see a screen that says *Your Tests*. Click the arrow to the left of **Start *(B.E.S.T. Algebra 1 EOC) (B.E.S.T. Geometry EOC)*** to proceed. While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand. Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals tab to review the list of students ready to begin testing. You may need to select **Refresh Page** to see all the students in your testing room on your list.

Review test settings: To view a student's online accessibility settings or accommodations, click the corresponding Test Settings icon [◎]. Accessibility settings and/or accommodations for individual students are displayed. If changes to accommodations are required, deny the student's approval request and contact your school assessment coordinator who will update the student's test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

SAY	Now, you should see a screen that says *Before You Begin*. Do **not** click **Begin Test Now** until I tell you to do so. First, you will see a section titled *Testing Rules Acknowledgment*. Please listen and read along as I review the testing rules. Remember: • You may not have a cell phone during testing. • Do not talk to other students or make any disturbance. • Do not look at another student's test materials. • Do not ask for or provide help in answering any test questions. • Use only approved materials for taking notes. • Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.

| SAY | Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.

Are there any questions? |

Answer all questions.

| SAY | Now, read silently as I read the Testing Rules Acknowledgment out loud.

I understand these testing rules. If I do not follow these rules, my test score may be invalidated.

Now, click the box next to the acknowledgment to indicate that you understand the testing rules. |

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.

| SAY | Now, on the *Before You Begin* screen, click **View Test Settings**. You should see a screen that says *Review Test Settings*.

This screen allows you to choose the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand. |

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the *Review Test Settings* screen.

| SAY | Click OK to save your changes and return to the *Before You Begin* screen. Do **not** begin your test at this time.

Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. |

Pause to allow students a moment to review the instructions and answer all student questions.

| SAY | Click **Back** to return to the *Before You Begin* screen.

Do **not** click **Begin Test Now** until I tell you to do so.

Read each question carefully today and look at all the answer choices before selecting your answer.

Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, choose what you think is the best answer. You can flag a question to come back to it, but you must choose an answer to keep moving forward in the test. After you have answered all the questions, go back and review any questions you have flagged.

As a reminder, you may access a pop-up window displaying a calculator by clicking the Calculator button in the top right corner of the test. You may also access a pop-up window displaying an electronic version of the reference sheet by clicking the Formulas button in the top right corner of the test. |

If your school provided paper copies of the *B.E.S.T. Algebra 1 EOC Mathematics Reference Sheet* or *B.E.S.T. Geometry EOC Mathematics Reference Sheet* for students to use,

SAY	Now, look at the top of your paper reference sheet. It should say *(B.E.S.T. Algebra 1 EOC Mathematics Reference Sheet) (B.E.S.T. Geometry EOC Mathematics Reference Sheet)*. Examine the page carefully to ensure that content near the edge of the reference sheet has not been cut off. Please raise your hand if there are problems with your reference sheet.

Pause, then collect any defective reference sheets and return them to the school assessment coordinator. Distribute new reference sheets to these students and instruct them to check the sheets carefully.

SAY	Write your first and last names in the upper right corner of the reference sheet now. *(Pause.)*
	This is considered a secure document and must be returned with your work folder.
	Please raise your hand if you have any questions.

Answer all questions.

Read Option A, B, or C based on instructions from your school assessment coordinator.

Option A

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your *(reference sheet, calculator,)* work folder and test ticket.
	If you finish the test within the first 80 minutes, please sit quietly. You are not permitted to leave within the first 80 minutes. At the break, you will be dismissed.
	If you finish the test and it is after the stretch break, you may leave quietly. Please raise your hand if you have any questions.

OR

Option B

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your *(reference sheet, calculator,)* work folder and test ticket. Sit quietly until I tell you that the test has ended. Do not use your computer or device once you have submitted your test.
	Please raise your hand if you have any questions.

OR

Option C

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your *(reference sheet, calculator,)* work folder and test ticket. Sit quietly until I tell you that the test has ended. You may read, but you may not write or use your testing computer or device. Please raise your hand if you have any questions.

Answer all questions.

SAY	If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your *(reference sheet, calculator,)* work folder and test ticket before you leave the room. While outside the testing room, you are not permitted to access any electronic devices or discuss the test with anyone. You have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the test. Now, click **Begin Test Now** and note the final warning about cell phones. If you have a phone within your reach, raise your hand and I will collect it now. *(Pause. Collect any devices.)* Now, click **Next** in the upper left corner of the screen. This will take you to the first question of the test. You may now begin working.

Complete the following:

STARTING time: _____

Add 80 minutes: +80 minutes

Time to call a break: _____

TIME TESTING RESUMES: _____

Add 70 minutes: +70 minutes

Time for 10-minute reminder: _____

Add 10 minutes: +10 minutes

STOPPING time: _____

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress column in the TA Interface, which lists the student's progress through the test as well as the student's test status. This page automatically refreshes every 60 seconds. When the page refreshes, students' statuses and progress through the test are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times** while you are **actively monitoring** the testing room.

After 80 minutes from the STARTING time,

SAY	**Stop.** You may stand and stretch, but do not talk or look at another student's *(reference sheet, calculator,)* computer screen, device, or work folder.

If your school selected Option A,

SAY	Please raise your hand if you have submitted the test. I will confirm that I have your test materials, and then you may leave the room quietly. If you have not completed the test, please wait for me to dismiss these students and we will resume testing after the break. *(Pause.)*

Confirm that you have collected all test materials before dismissing students from the testing room.

After a short break,

SAY	Now, be seated. You still have 80 minutes to complete this test, and I will let you know when there are 10 minutes left. You will be permitted to continue working if you need additional time. Remember, if you finish early, go back and check your work.
	Make sure you are on the screen where you left off. You may now continue working.

After 70 minutes,

SAY	There are 10 minutes left in this test. Remember that you will be permitted to continue working if you need additional time.

After 10 more minutes,

SAY	**Stop.** Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.
	If you have finished working and have not submitted your test, click **Next** in the upper left corner until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A ***Warning*** message will appear. Click **Yes** on this message. *(Pause.)*
	On the ***Test Completed*** screen, click **Log Out**. You will be taken to the ***Please Sign In*** screen. I will collect your *(reference sheet, calculator,)* work folder and test ticket.

Students will be returned to the ***Please Sign In*** screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished and allow students who have not finished to continue working **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students who need additional time after 160 minutes may continue working; however, testing must be completed within the same school day.**

SAY	Now, we will continue testing. Remember, if you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone. Please raise your hand after you have submitted the test. I will confirm that I have your test materials, and then you may leave the room quietly.

If an extended break such as lunch occurs, direct all students to pause their tests by clicking the **Pause** button. Collect the test tickets, work folders, and, if applicable, reference sheets and calculators before the students leave the room. **Students may not have electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** Place all testing materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times. If the session is stopped in the TA Interface, the TA will need to create a new session for students to sign into and approve students to continue testing.

If the school day is ending and students are still working,

SAY	**Stop.** Click **Next** in the upper left corner until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)*
	On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your *(reference sheet, calculator,)* work folder and test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test by clicking **Stop Session** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking the **Account** drop-down menu and selecting *Logout* in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all test tickets, work folders, (reference sheets, calculators) and that your required administration information and testing room seating chart are accurate and complete and includes arrows to indicate which direction students are facing.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. 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

   For ELL or recently exited ELL students:
   - 2-FSC = Flexible Scheduling
   - 2-FSE = Flexible Setting
   - 2-AHL = Assistance in Heritage Language
   - 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator as described on page 127.

Script for Administering the Biology 1 EOC Assessment

160+ Minutes

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (masking, text-to-speech) can be found on the [Florida Statewide Assessments Portal](#).

This test is 160 minutes, and students will take a short stretch break after 80 minutes of testing. Students who need additional time after 160 minutes may continue working; however, testing must be completed within the same school day.

During this test, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

- If a student starts a test and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to that test. If you have concerns that a student will be unable to finish the test, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss 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.**

- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**

- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

- When reading the following script, please note that optional words are italicized and in parentheses.

- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 28–29, including removing or covering any visual aids on boards or walls.

2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**

3. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E and on the Florida Statewide Assessments Portal.)

4. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying scientific concepts).

5. If your school is providing paper copies of the *Periodic Table of the Elements*, make sure you have sufficient copies for all students taking the Biology 1 EOC Assessment. Distribute periodic tables **before** testing begins. References to hard copy periodic tables are in parentheses and italics in this script and should be read to students only if applicable.

6. Prior to testing, ensure that students have the following:
    *   A pen or pencil
    *   A CBT Work Folder
    *   A handheld four-function calculator (if your school is allowing their use)

7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.

8. Launch the secure browser on student computers or devices prior to beginning the test. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **B.E.S.T., Science, Social Studies, FCLE, & FSA Retakes**.

2. Select **Administer Statewide Assessments** and then log in to the TA Interface with your username and password.

3. Select the test you will be administering and then start the session.

4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with "FL." If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you will take the Biology 1 EOC test. The only materials on your desk should be your *(Periodic Table of the Elements, four-function calculator,)* work folder and your pen or pencil. You may not have any electronic or recording devices, other than the device you are using to take the test *(and your calculator)*, 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 not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. You may not use Bluetooth/wireless headphones/earbuds during testing. **If you access 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.

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).

SAY	**You will have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time.** Write your first and last names and today's date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test. Please do not type any information until I tell you to do so.

Ensure that the Session ID is displayed where all students can see it.

SAY	Now, look at the *Please Sign In* screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

SAY	Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

SAY	Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it. Do **not** sign in before I instruct you to do so. Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY	Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL -_____-____. The Session ID is displayed for you. Click **Sign In**. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says *Is This You?*. Verify that the information is correct. If your information is correct, select **Yes** to continue. If the information is not correct, then select **No** to return to the *Please Sign In* screen and raise your hand.

Assist any students who raise their hands.

SAY	You will now see a screen that says *Your Tests*. Click the arrow to the left of **Start Biology 1 EOC** to proceed.
	While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.
	Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals tab to review the list of students ready to begin testing. You may need to select **Refresh Page** to see all the students in your testing room on your list.

Review test settings: To view a student's online accessibility settings or accommodations, click the corresponding Test Settings icon [⊚]. Accessibility settings and/or accommodations for individual students are displayed. If changes to accommodations are required, deny the student's approval request and contact your school assessment coordinator who will update the student's test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

SAY	Now, you should see a screen that says *Before You Begin*.
	Do **not** click **Begin Test Now** until I tell you to do so.
	First, you will see a section titled *Testing Rules Acknowledgment*. Please listen and read along as I review the testing rules. Remember:
	• You may not have a cell phone during testing. • Do not talk to other students or make any disturbance. • Do not look at another student's test materials. • Do not ask for or provide help in answering any test questions. • Use only approved materials for taking notes. • Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.
	Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.
	Are there any questions?

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.
	I understand these testing rules. If I do not follow these rules, my test score may be invalidated.
	Now, click the box next to the acknowledgment to indicate that you understand the testing rules.

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.

SAY	Now, on the *Before You Begin* screen, click **View Test Settings**. You should see a screen that says *Review Test Settings*.
	This screen allows you to choose the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the *Review Test Settings* screen.

SAY	Click **OK** to save your changes and return to the *Before You Begin* screen. Do **not** begin your test at this time.
	Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. You can also use this page to view a diagram of the Desmos four-function calculator available in the secure browser and instructions for how to use it. As a reminder, this page will also be available in the Help Guide after you've started the test. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

SAY	Click **Back** to return to the *Before You Begin* screen.
	Do **not** click **Begin Test Now** until I tell you to do so.
	Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.
	As a reminder, you may access a pop-up window displaying a calculator by clicking the Calculator button in the top right corner of the test. You may also access a pop-up window displaying an electronic version of the *Periodic Table of the Elements* by clicking the Periodic Table button in the top right corner of the test.

If your school provided paper copies of the *Periodic Table of the Elements* for students to use,

SAY	Now, look at the top of your copy of the periodic table. It should say *Periodic Table of the Elements*. Examine the page carefully to ensure that content near the edge of the periodic table has not been cut off. Please raise your hand if there are problems with your periodic table.

Pause, then collect any defective periodic tables and return them to the school assessment coordinator. Distribute new periodic tables to these students and instruct them to check the sheets carefully.

SAY	Write your first and last names in the upper right corner of the periodic table now. *(Pause.)*
	This is considered a secure document and must be returned with your work folder.
	Please raise your hand if you have any questions.

Answer all questions.

Read Option A, B, or C based on instructions from your school assessment coordinator.

Option A

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your *(periodic table, calculator,)* work folder and test ticket.
	If you finish the test within the first 80 minutes, please sit quietly. You are not permitted to leave within the first 80 minutes. At the break, you will be dismissed.
	If you finish the test and it is after the stretch break, you may leave quietly.
	Please raise your hand if you have any questions.

OR

Option B

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your *(periodic table, calculator,)* work folder and test ticket. Sit quietly until I tell you that the test has ended. Do not use your computer or device once you have submitted your test.
	Please raise your hand if you have any questions.

OR

Option C

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your *(periodic table, calculator,)* work folder and test ticket. Sit quietly until I tell you that the test has ended. You may read, but you may not write or use your testing computer or device.
	Please raise your hand if you have any questions.

Answer all questions.

SAY	If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your *(periodic table, calculator,)* work folder and test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone. You have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the test. Now, click **Begin Test Now** and note the final warning about cell phones. If you have a phone within your reach, raise your hand and I will collect it now. *(Pause. Collect any devices.)* Now, click **Next** in the upper left corner of the screen. This will take you to the first question of the test. You may now begin working.

Complete the following:

STARTING time:	_____
Add 80 minutes:	+80 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 70 minutes:	+70 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress column in the TA Interface, which lists the student's progress through the test as well as the student's test status. This page automatically refreshes every 60 seconds. When the page refreshes, students' statuses and progress through the test are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times** while you are **actively monitoring** the testing room.

After 80 minutes from the STARTING time,

SAY	**Stop.** You may stand and stretch, but do not talk or look at another student's *(periodic table,)* *(calculator,)* computer screen, device, or work folder.

If your school selected Option A,

SAY	Please raise your hand if you have submitted the test. I will confirm that I have your test materials, and then you may leave the room quietly. If you have not completed the test, please wait for me to dismiss these students and we will resume testing after the break. *(Pause.)*

Confirm that you have collected all test materials before dismissing students from the testing room.

After a short break,

SAY	Now, be seated. You still have 80 minutes to complete this test, and I will let you know when there are 10 minutes left. You will be permitted to continue working if you need additional time. Remember, if you finish early, go back and check your work.
	Make sure you are on the screen where you left off. You may now continue working.

After 70 minutes,

SAY	There are 10 minutes left in this test. Remember that you will be permitted to continue working if you need additional time.

After 10 more minutes,

SAY	**Stop.** Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.
	If you have finished working and have not submitted your test, click **Next** in the upper left corner until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)*
	On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your *(periodic table, calculator,)* work folder and test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished and allow students who have not finished to continue working **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students who need additional time after 160 minutes may continue working; however, testing must be completed within the same school day.**

Once students are ready to continue working,

SAY	Now, we will continue testing. Remember, if you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.

SAY	Please raise your hand after you have submitted the test. I will confirm that I have your test materials, and then you may leave the room quietly.

If an extended break such as lunch occurs, direct all students to pause their tests by clicking the **Pause** button. Collect the test tickets, work folders, and, if applicable, periodic tables and calculators before the students leave the room. **Students may not have electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** Place all testing materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times. If the session is stopped in the TA Interface, the TA will need to create a new session for students to sign into and approve students to continue testing.

If the school day is ending and students are still working,

SAY	**Stop.** Click **Next** in the upper left corner until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)*
	On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your *(periodic table, calculator,)* work folder and test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test by clicking **Stop Session** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking the **Account** drop-down menu and selecting *Logout* in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (periodic tables, calculators,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete and includes arrows to indicate which direction students are facing.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. 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

    For ELL or recently exited ELL students:
    *   2-FSC = Flexible Scheduling
    *   2-FSE = Flexible Setting
    *   2-AHL = Assistance in Heritage Language
    *   2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator as described on page 127.

Script for Administering the Civics/U.S. History EOC Assessment

160+ Minutes

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (masking, text-to-speech) can be found on the [Florida Statewide Assessments Portal](#).

This test is 160 minutes, and students will take a short stretch break after 80 minutes of testing. Students who need additional time after 160 minutes may continue working; however, testing must be completed within the same school day.

During this test, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

- If a student starts a test and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to that test. If you have concerns that a student will be unable to finish the test, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss 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.**

- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**

- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

- When reading the following script, please note that optional words are italicized and in parentheses.

- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 28–29, including removing or covering any visual aids on boards or walls.

2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**

3. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E and on the Florida Statewide Assessments Portal.)

4. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying government concepts).

5. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A CBT Worksheet

6. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.

7. Launch the secure browser on student computers or devices prior to beginning the test. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **B.E.S.T., Science, Social Studies, FCLE, & FSA Retakes**.

2. Select **Administer Statewide Assessments** and then log in to the TA Interface with your username and password.

3. Select the test you will be administering and then start the session.

4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with "FL." If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you will take the *(Civics EOC) (U.S. History EOC)* test. The only materials on your desk should be your pen or pencil and CBT Worksheet.

SAY	You may not have any electronic or recording devices, other than the device you are using to take the test, 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 not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. You may not use Bluetooth/wireless headphones/earbuds during testing. **If you access 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.

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).

SAY	**You will have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time.**
	Write your first and last names and today's date on your worksheet. You may use your worksheet to take notes during the test. You may not use any other paper. I will collect your worksheet at the end of this test.
	Please do not type any information until I tell you to do so.

Ensure that the Session ID is displayed where all students can see it.

SAY	Now, look at the *Please Sign In* screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

SAY	Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

SAY	Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.
	Do **not** sign in before I instruct you to do so.
	Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY	Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL -_____-____. The Session ID is displayed for you. Click **Sign In**. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says *Is This You?*. Verify that the information is correct. If your information is correct, select **Yes** to continue. If the information is not correct, then select **No** to return to the *Please Sign In* screen and raise your hand.

Assist any students who raise their hands.

SAY	You will now see a screen that says ***Your Tests***. Click the arrow to the left of **Start** *(Civics EOC)* *(U.S. History EOC)* to proceed.
	While you are waiting for your test to be approved, you will see a ***Waiting for Approval*** screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.
	Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals tab to review the list of students ready to begin testing. You may need to select **Refresh Page** to see all the students in your testing room on your list.

Review test settings: To view a student's online accessibility settings or accommodations, click the corresponding Test Settings icon [◎]. Accessibility settings and/or accommodations for individual students are displayed. If changes to accommodations are required, deny the student's approval request and contact your school assessment coordinator who will update the student's test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the ***Important!*** pop-up window and select **Yes**.

SAY	Now, you should see a screen that says ***Before You Begin***.
	Do **not** click **Begin Test Now** until I tell you to do so.
	First, you will see a section titled *Testing Rules Acknowledgment*. Please listen and read along as I review the testing rules. Remember:
	• You may not have a cell phone during testing.
	• Do not talk to other students or make any disturbance.
	• Do not look at another student's test materials.
	• Do not ask for or provide help in answering any test questions.
	• Use only approved materials for taking notes.
	• Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.
	Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.
	Are there any questions?

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.
	I understand these testing rules. If I do not follow these rules, my test score may be invalidated.
	Now, click the box next to the acknowledgment to indicate that you understand the testing rules.

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.

Civics/U.S. History EOC Assessment

SAY	Now, on the *Before You Begin* screen, click **View Test Settings**. You should see a screen that says *Review Test Settings*.
	This screen allows you to choose the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the *Review Test Settings* screen.

SAY	Click **OK** to save your changes and return to the *Before You Begin* screen. Do **not** begin your test at this time.
	Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

SAY	Click **Back** to return to the *Before You Begin* screen.
	Do **not** click **Begin Test Now** until I tell you to do so.
	Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

Read Option A, B, or C based on instructions from your school assessment coordinator.

Option A

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your worksheet and test ticket.
	If you finish the test within the first 80 minutes, please sit quietly. You are not permitted to leave within the first 80 minutes. At the break, you will be dismissed.
	If you finish the test and it is after the stretch break, you may leave quietly.
	Please raise your hand if you have any questions.

OR

Option B

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your worksheet and test ticket. Sit quietly until I tell you that the test has ended. Do not use your computer or device once you have submitted your test.
	Please raise your hand if you have any questions.

OR

Option C

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your worksheet and test ticket. Sit quietly until I tell you that the test has ended. You may read, but you may not write or use your testing computer or device.
	Please raise your hand if you have any questions.

Answer all questions.

SAY	If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your worksheet and test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.
	You have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the test.
	Now, click **Begin Test Now** and note the final warning about cell phones. If you have a phone within your reach, raise your hand and I will collect it now. *(Pause. Collect any devices.)* Now, click **Next** in the upper left corner of the screen. This will take you to the first question of the test. You may now begin working.

Complete the following:

STARTING time:	_____
Add 80 minutes:	+80 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 70 minutes:	+70 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress column in the TA Interface, which lists the student's progress through the test as well as the student's test status. This page automatically refreshes every 60 seconds. When the page refreshes, students' statuses and progress through the test are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times** while you are **actively monitoring** the testing room.

After 80 minutes from the STARTING time,

| SAY | **Stop.** You may stand and stretch, but do not talk or look at another student's computer screen, device, or worksheet. |

If your school selected Option A,

| SAY | Please raise your hand if you have submitted the test. I will confirm that I have your test materials, and then you may leave the room quietly. If you have not completed the test, please wait for me to dismiss these students and we will resume testing after the break. *(Pause.)* |

Confirm that you have collected all test materials before dismissing students from the testing room.

After a short break,

| SAY | Now, be seated. You still have 80 minutes to complete this test, and I will let you know when there are 10 minutes left. You will be permitted to continue working if you need additional time. Remember, if you finish early, go back and check your work. |
| | Make sure you are on the screen where you left off. You may now continue working. |

After 70 minutes,

| SAY | There are 10 minutes left in this test. Remember that you will be permitted to continue working if you need additional time. |

After 10 more minutes,

SAY	**Stop.** Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.
	If you have finished working and have not submitted your test, click **Next** in the upper left corner until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A ***Warning*** message will appear. Click **Yes** on this message. *(Pause.)*
	On the ***Test Completed*** screen, click **Log Out**. You will be taken to the ***Please Sign In*** screen. I will collect your worksheet and test ticket.

Students will be returned to the ***Please Sign In*** screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished and allow students who have not finished to continue working **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students who need additional time after 160 minutes may continue working; however, testing must be completed within the same school day.**

Once students are ready to continue working,

| SAY | Now, we will continue testing. Remember, if you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone. |

SAY	Please raise your hand after you have submitted the test. I will confirm that I have your test materials, and then you may leave the room quietly.

If an extended break such as lunch occurs, direct all students to pause their tests by clicking the **Pause** button. Collect the worksheets and test tickets before the students leave the room. **Students may not have electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test must be invalidated.** Place all testing materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times. If the session is stopped in the TA Interface, the TA will need to create a new session for students to sign into and approve students to continue testing.

If the school day is ending and students are still working,

SAY	**Stop.** Click **Next** in the upper left corner until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)*
	On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your worksheet and test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test by clicking **Stop Session** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking the **Account** drop-down menu and selecting *Logout* in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all worksheets and test tickets and that your required administration information and testing room seating chart are accurate and complete and includes arrows to indicate which direction students are facing.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. 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

   For ELL or recently exited ELL students:
   - 2-FSC = Flexible Scheduling
   - 2-FSE = Flexible Setting
   - 2-AHL = Assistance in Heritage Language
   - 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator as described on page 127.

Script for Administering the Florida Civic Literacy Exam (FCLE)

160+ Minutes

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Contact your assessment coordinator to access scripts for students using computer-based accommodations (masking, text-to-speech).

This test is 160 minutes, and students will take a short stretch break after 80 minutes of testing. Students who need additional time after 160 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.

During this test, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

- If a student starts a test and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to that test. If you have concerns that a student will be unable to finish the test, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss 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.**

- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**

- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 28–29, including removing or covering any visual aids on boards or walls.

2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**

3. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E and on the Florida Statewide Assessments Portal.)

4. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying government concepts).

5. Ensure that you understand your school assessment coordinator's instructions regarding the length of time students should be permitted to test. **Contact your school assessment coordinator if you have not already received timing information for this test.**

6. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.

7. Launch the secure browser on student computers or devices prior to beginning the test. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

Please Sign In

First Name:

Username:

Session ID:

FL   -   -

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **B.E.S.T., Science, Social Studies, FCLE, & FSA Retakes**.

2. Select **Administer Statewide Assessments** and then log in to the TA Interface with your username and password.

3. Select the test you will be administering and then start the session.

4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with "FL." If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

| SAY | Today, you are going to take the Florida Civic Literacy Exam (FCLE). |

Florida Civic Literacy Exam (FCLE)

SAY	You may not have any electronic or recording devices, other than the device you are using to take the test, 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 not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. You may not use Bluetooth/wireless headphones/earbuds during testing. **If you access 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.

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).

SAY	**You will have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time.**
	Please do not type any information until I tell you to do so.

Ensure that the Session ID is displayed where all students can see it.

SAY	Now, look at the *Please Sign In* screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the *Please Sign In* screen, open the secure browser on that computer or device.

SAY	Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

SAY	Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.
	Do **not** sign in before I instruct you to do so.
	Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY	Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL -_____-____. The Session ID is displayed for you. Click **Sign In**. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says *Is This You?*. Verify that the information is correct. If your information is correct, select **Yes** to continue. If the information is not correct, then select **No** to return to the *Please Sign In* screen and raise your hand.

Assist any students who raise their hands.

SAY	You will now see a screen that says *Your Tests*. Click the arrow to the left of **Start K–12 Florida Civic Literacy Exam (FCLE)** to proceed.
	While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.
	Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals tab to review the list of students ready to begin testing. You may need to select **Refresh Page** to see all the students in your testing room on your list.

Review test settings: To view a student's online accessibility settings or accommodations, click the corresponding Test Settings icon [◎]. Accessibility settings and/or accommodations for individual students are displayed. If changes to accommodations are required, deny the student's approval request and contact your school assessment coordinator who will update the student's test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

SAY	Now, you should see a screen that says *Before You Begin*.
	Do **not** click **Begin Test Now** until I tell you to do so.
	First, you will see a section titled *Testing Rules Acknowledgment*. Please listen and read along as I review the testing rules. Remember:
	• You may not have a cell phone during testing. • Do not talk to other students or make any disturbance. • Do not look at another student's test. • Do not ask for or provide help in answering any test questions. • Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.
	Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.
	Are there any questions?

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.
	I understand these testing rules. If I do not follow these rules, my test score may be invalidated.
	Now, click the box next to the acknowledgment to indicate that you understand the testing rules.

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.

Florida Civic Literacy Exam (FCLE)

SAY	Now, on the *Before You Begin* screen, click **View Test Settings**. You should see a screen that says *Review Test Settings*.
	This screen allows you to choose the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the *Review Test Settings* screen.

SAY	Click **OK** to save your changes and return to the *Before You Begin* screen. Do **not** begin your test at this time.
	Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

SAY	Click **Back** to return to the *Before You Begin* screen.
	Do **not** click **Begin Test Now** until I tell you to do so.
	Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren't sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

Read Option A, B, or C based on instructions from your school assessment coordinator.

Option A

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your test ticket.
	If you finish the test within the first 80 minutes, please sit quietly. You are not permitted to leave within the first 80 minutes. At the break, you will be dismissed.
	If you finish the test and it is after the stretch break, you may leave quietly.
	Please raise your hand if you have any questions.

OR

Option B

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your test ticket. Sit quietly until I tell you that the test has ended. Do not use your computer or device once you have submitted your test.
	Please raise your hand if you have any questions.

<div align="center">**OR**</div>

Option C

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your test ticket. Sit quietly until I tell you that the test has ended. You may read, but you may not write or use your testing computer or device.
	Please raise your hand if you have any questions.

Answer all questions.

SAY	If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.
	You have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the test.
	Now, click **Begin Test Now** and note the final warning about cell phones. If you have a phone within your reach, raise your hand and I will collect it now. *(Pause. Collect any devices.)* Now, click **Next** in the upper left corner of the screen. This will take you to the first question of the test. You may now begin working.

Complete the following:

STARTING time:	_____	
Add 80 minutes:	+80 minutes	
Time to call a break:	_____	
TIME TESTING RESUMES:	_____	
Add 70 minutes:	+70 minutes	
Time for 10-minute reminder:	_____	
Add 10 minutes:	+10 minutes	
STOPPING time:	_____	

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress column in the TA Interface, which lists the student's progress through the test as well as the student's test status. This page automatically refreshes every 60 seconds. When the page refreshes, students' statuses and progress through the test are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times** while you are **actively monitoring** the testing room.

After 80 minutes from the STARTING time,

SAY	**Stop.** You may stand and stretch, but do not talk or look at another student's computer screen or device.

If your school selected Option A,

SAY	Please raise your hand if you have submitted the test. I will confirm that I have your test ticket, and then you may leave the room quietly. If you have not completed the test, please wait for me to dismiss these students and we will resume testing after the break. *(Pause.)*

Confirm that you have collected all test materials before dismissing students from the testing room.

After a short break,

SAY	Now, be seated. You still have 80 minutes to complete this test, and I will let you know when there are 10 minutes left. You will be permitted to continue working if you need additional time. Remember, if you finish early, go back and check your work. Make sure you are on the screen where you left off. You may now continue working.

After 70 minutes,

SAY	There are 10 minutes left in this test. Remember that you will be permitted to continue working if you need additional time.

After 10 more minutes,

SAY	**Stop.** Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time. If you have finished working and have not submitted your test, click **Next** in the upper left corner until you see the review screen. *(Pause.)* On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)*

SAY	On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished and allow students who have not finished to continue working **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

SAY	Now, we will continue testing. You have until _____ to continue working, and I will let you know when there are 10 minutes left.

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish the test.

After 10 more minutes,

SAY	**Stop.** Click **Next** in the upper left corner until you see the review screen. *(Pause.)* On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)* On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test by clicking **Stop Session** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking the **Account** drop-down menu and selecting *Logout* in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all test tickets and that your required administration information and testing room seating chart are accurate and complete and includes arrows to indicate which direction students are facing.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

Florida Civic Literacy Exam (FCLE)

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. 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

For ELL or recently exited ELL students:
- 2-FSC = Flexible Scheduling
- 2-FSE = Flexible Setting
- 2-AHL = Assistance in Heritage Language
- 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator as described on page 127.

Script for Administering FAST ELA Reading Retake

120+ Minutes

This test is 120 minutes, and students will take a short stretch break after 60 minutes of testing. Students who need additional time after 120 minutes may continue working; however, testing must be completed within the same school day.
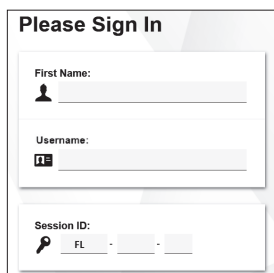
Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (masking, text-to-speech) can be found on the [Florida Assessment of Student Thinking Portal](#).

During the test, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

- If a student starts a test and leaves campus without finishing (e.g., for lunch, an appointment), he or she will **not** be allowed to return to that test. If you have concerns that a student will be unable to finish the test, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss 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.**

- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students' computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students' tests. If a student's test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

- **If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.**

- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

- When reading the following script, please note that optional words are italicized and in parentheses.

- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 28–29, including removing or covering any visual aids on boards or walls.

2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**

3. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E and on the Florida Statewide Assessments Portal.)

4. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).

5. Ensure that students' personal electronic devices are put away or collected, depending on your school's procedures.

6. If your school is allowing their use, ensure that students have the following:
   - A pen or pencil
   - Scratch paper

7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.

8. Launch the secure browser on student computers or devices prior to beginning the test. When the connection is established, the student *Please Sign In* screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the FAST Portal and click **Teachers & Test Administrators**.

2. Select **Administer Statewide Assessments** and then log in to the TA Interface with your username and password.

3. Select the test you will be administering and then start the session.

4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with "FL." If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.

SAY	Today, you will take the FAST ELA Reading Retake. *(The only materials on your desk should be your pen or pencil and your scratch paper.)*
	You may not have any electronic or recording devices, other than the device you are using to take the test, 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 not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. You may not use Bluetooth/wireless headphones/earbuds during testing. **If you access 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.

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).

If your school provided scratch paper for students to use,

SAY	Now, look at your scratch paper. Print your name and today's date in the upper right corner. You may use the front and back of this scratch paper to take notes during the test.

Ensure that the Session ID is displayed where all students can see it.

SAY	Now, look at the ***Please Sign In*** screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the ***Please Sign In*** screen, open the secure browser on that computer or device.

SAY	Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

SAY	Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.
	Do **not** sign in before I instruct you to do so.
	Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY	Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL -_____-____. The Session ID is displayed for you. Click **Sign In**. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY	Now, you will see a screen that says ***Is This You?***. Verify that the information is correct. If your information is correct, select **Yes** to continue. If the information is not correct, then select **No** to return to the ***Please Sign In*** screen and raise your hand.

Assist any students who raise their hands.

SAY	You will now see a screen that says *Your Tests*. Click the arrow to the left of **Start FAST ELA Reading Retake** to proceed.
	While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.
	Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals tab to review the list of students ready to begin testing. You may need to select **Refresh Page** to see all the students in your testing room on your list.

Review test settings: To view a student's online accessibility settings or accommodations, click the corresponding Test Settings icon [◎]. Accessibility settings and/or accommodations for individual students are displayed. If changes to accommodations are required, deny the student's approval request and contact your school assessment coordinator who will update the student's test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

SAY	Now, you should see a screen that says *Before You Begin*.
	Do **not** click **Begin Test Now** until I tell you to do so.
	First, you will see a section titled *Testing Rules Acknowledgment*. Please listen and read along as I review the testing rules. Remember:
	• You may not have a cell phone during testing. • Do not talk to other students or make any disturbance. • Do not look at another student's test materials. • Do not ask for or provide help in answering any test questions. • Use only approved materials for taking notes. • Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.
	Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.
	Are there any questions?

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.
	I understand these testing rules. If I do not follow these rules, my test score may be invalidated.
	Now, click the box next to the acknowledgment to indicate that you understand the testing rules.

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.

SAY	Now, on the ***Before You Begin*** screen, click **View Test Settings**. You should see a screen that says ***Review Test Settings***. This screen allows you to choose the background color, mouse pointer, and print size for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the ***Review Test Settings*** screen.

SAY	Click **OK** to save your changes and return to the ***Before You Begin*** screen. Do **not** begin your test at this time. Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

SAY	Click **Back** to return to the ***Before You Begin*** screen. Do **not** click **Begin Test Now** until I tell you to do so. Read each question carefully and look at all the answer choices before selecting your answer. If you do not know the answer to a question, choose what you think is the best answer so that you can keep moving forward in the test. You can flag a question to come back to it later, but you must choose an answer for all items in a passage set to keep moving forward in the test.

Read Option A, B, or C based on instructions from your school assessment coordinator.

Option A

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your test ticket *(and scratch paper)* and provide you with further instructions. Please raise your hand if you have any questions.

OR

Option B

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your test ticket *(and scratch paper)*. Sit quietly until I tell you that the test has ended. Do not use your computer or device once you have submitted your test. Please raise your hand if you have any questions.

OR

Option C

SAY	When you have finished this test, click **Next** in the upper left corner until you see the review screen. When you have finished reviewing your test, please raise your hand. I will collect your test ticket *(and scratch paper)*. Sit quietly until I tell you that the test has ended. You may read, but you may not write or use your testing computer or device.
	Please raise your hand if you have any questions.

Answer all questions.

SAY	If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your *(scratch paper and)* test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.
	You have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes. After 120 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the test.
	Now, click **Begin Test Now** and note the final warning about cell phones. If you have a phone within your reach, raise your hand and I will collect it now. *(Pause. Collect any devices.)* Now, click **Next** in the upper left corner of the screen. This will take you to the first question of the test. You may now begin working.

Complete the following:

STARTING time:		_____
Add 60 minutes:	+60 minutes	
Time to call a break:		_____
TIME TESTING RESUMES:		_____
Add 50 minutes:	+50 minutes	
Time for 10-minute reminder:		_____
Add 10 minutes:	+10 minutes	
STOPPING time:		_____

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress column in the TA Interface, which lists the student's progress through the test as well as the student's test status. This page automatically refreshes every 60 seconds. When the page refreshes, students' statuses and progress through the test are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times** while you are **actively monitoring** the testing room.

After 60 minutes from the STARTING time,

SAY	**Stop.** You may stand and stretch, but do not talk or look at another student's *(scratch paper,)* computer screen or device.

After a short break,

SAY	Now, be seated. You still have 60 minutes to complete this test, and I will let you know when there are 10 minutes left. You will be permitted to continue working if you need additional time. Remember, if you finish early, go back and check your work.
	Make sure you are on the screen where you left off. You may now continue working.

After 50 minutes,

SAY	There are 10 minutes left in this test. Remember that you will be permitted to continue working if you need additional time.

After 10 more minutes,

SAY	**Stop.** Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.
	If you have finished working and have not submitted your test, click **Next** in the upper left corner until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A *Warning* message will appear. Click **Yes** on this message. *(Pause.)*
	On the *Test Completed* screen, click **Log Out**. You will be taken to the *Please Sign In* screen. I will collect your *(scratch paper and)* test ticket.

Students will be returned to the *Please Sign In* screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished and allow students who have not finished to continue working **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students who need additional time after 120 minutes may continue working; however, testing must be completed within the same school day.**

Once students are ready to continue working,

SAY	Now, we will continue testing. Remember, if you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.
	Please raise your hand after you have submitted the test. I will confirm that I have your test materials, and then you may leave the room quietly.

If an extended break such as lunch occurs, direct all students to pause their tests by clicking the **Pause** button. Collect the test tickets and, if applicable, scratch paper before the students leave the room. **Students may not have electronic devices during breaks. If a student accesses his or her electronic device(s) during a break, that student's test may be invalidated.** Place all testing materials in locked storage until testing resumes, and make sure that the computers and devices are kept secure at all times. If the session is stopped in the TA Interface, the TA will need to create a new session for students to sign into and approve students to continue testing.

If the school day is ending and students are still working,

SAY	**Stop.** If you have answered all questions in the test, click **Next** in the upper left corner until you see the review screen. *(Pause.)*
	On the review screen, click **End Test**. A ***Warning*** message will appear. Click **Yes** on this message. *(Pause.)*
	On the ***Test Completed*** screen, click **Log Out**.
	If you have not answered all the questions in the test, click **Pause** in the upper-left corner of the screen. Click **Yes** on the pop-up message.
	After submitting or pausing your test, you will be taken to the ***Please Sign In*** screen. I will collect your *(scratch paper and)* test ticket.

Students will be returned to the ***Please Sign In*** screen once they pause or submit their tests. Collect test materials.

Once all students have paused or submitted their tests, end the test by clicking **Stop Session** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking the **Account** drop-down menu and selecting *Logout* in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all test tickets, if applicable, and scratch paper, and that your required administration information and testing room seating chart are accurate and complete and includes arrows to indicate which direction students are facing.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. 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

For ELL or recently exited ELL students:
- 2-FSC = Flexible Scheduling
- 2-FSE = Flexible Setting
- 2-AHL = Assistance in Heritage Language
- 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator as described on page 127.

Test Administrator Responsibilities After Testing

Return Materials to the School Assessment Coordinator

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see pages 29–30).

2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information.

3. Verify that your Security Log and seating chart have been completed correctly.

4. Ensure an On-Demand PreID Label has been applied to each regular print document. If no PreID label has been applied, contact your school assessment coordinator.

5. Complete the following for regular print FSA Retake, Science and Social Studies EOCs, or FCLE paper-based accommodations:

   • Verify that each student has completed the required information (student name, date of birth, school name, district name, and today's date) on the student demographic page.
   • **Do not open or check through test documents.**
   • Remove stray periodic tables from Biology 1 EOC test and answer books and Writing Planning Sheets from FSA ELA Writing Retake test and answer books.
   • If a test is TO BE SCORED, verify that the DNS bubble has **not** been gridded (except for invalidated tests, as indicated on page 24). If a DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble.

   See Appendix A for test administrator responsibilities pertaining to special documents (large print, one-item per-page) after testing.

6. Return the following materials to your school assessment coordinator, as applicable:

   • Security Log
   • Seating chart
   • Test tickets
   • Required administration information
   • Used and unused CBT Work Folders
   • Used and unused CBT Worksheets
   • Used and unused Writing Planning Sheets
   • Used and unused reference sheets
   • Used and unused periodic tables
   • Calculators
   • FSA ELA Writing Retake Passage Booklets
   • FSA ELA Reading Retake Passage Booklets
   • Paper-based test materials

   Notify the school assessment coordinator immediately if any of these items are missing.

School Assessment Coordinator Responsibilities Before Testing

Please use the *School Assessment Coordinator Checklist*, located in Appendix E, before, during, and after testing.

Work with your district assessment coordinator to ensure that all computer-based test administrators have active usernames and passwords to log in to TIDE. Test administrators will need to access the TA Interface with their TIDE accounts to administer tests. In addition, ensure that test administrators become familiar with the *Test Administrator User Guide* prior to testing and have access to it during testing.

Also, work with your district assessment coordinator to ensure that all students are uploaded or added to TIDE for computer-based tests. Prior to testing, you should verify that student eligibility is correct in TIDE and that any accommodations or test settings are correct. In order to participate in a computer-based test, students must be listed as eligible for that test in TIDE.

Receive Materials

Your district assessment coordinator will provide you with all materials prior to each test administration window. If you receive paper-based test materials (regular print, large print, braille, one-item-per-page) for eligible students at your school, verify that you have all necessary materials before testing begins, and report any missing materials to your district assessment coordinator within 24 hours. Remember to maintain your *Test Materials Chain of Custody Form* at all times to track secure test materials. Contact your district assessment coordinator to request additional materials if necessary.

Secure materials should be delivered to or picked up by test administrators immediately before the beginning of each test session. Verify that you have all necessary materials before the beginning of each test session.

You will receive the following materials, as applicable (may not be packaged in the order indicated):

- Writing Planning sheets
- CBT Work Folders
- CBT Worksheets
- Periodic Tables (paper-based Biology 1 only; If you will provide them for computer-based sessions, you must make your own copies.)
- School Packing List
- School Box Range Sheet (DRC only)
- School Order Summary (DRC only)
- School Security Checklist
- Blank PreID labels
- Colored Return Labels
- UPS-RS Labels
- Roll of plastic return bags (DRC only)

Paper-based Accommodated Materials:
- FSA Retake and Science and Social Studies EOC Regular Print Test and Answer Books
- FCLE Test Books and Answer Books

- FAST and B.E.S.T. EOC Regular Print Test and Response Books
- FAST and B.E.S.T. Large Print and One-Item-Per-Page Test and Response Books and Braille materials
- FSA ELA Reading Retake Passage Booklets (computer-based accommodations)
- FSA ELA Writing Retake Passage Booklets (computer-based accommodations)
- Special Document Kits (for FSA Retake, Science and Social Studies EOCs, and FCLE only):
  - Large Print Kits
    - Special Document Return Envelope
    - Regular Print Test Document
    - Large Print Writing Planning Sheet (if applicable)
    - Large Print Test and Answer Book
    - One sheet of blank PreID labels
  - Braille Kits
    - Special Document Return Envelope
    - Regular Print Test Document
    - Braille Scripts
    - Braille Notes
    - Braille Test Books
    - One sheet of blank PreID labels
  - One-Item-Per-Page Kits
    - Special Document Return Envelope
    - Regular Print Test Document
    - One-Item-Per-Page Test and Answer Book
    - One sheet of blank PreID labels

Manage Student Information in TIDE

Instructions on managing student information in TIDE can be found in the *TIDE User Guide*. Prior to testing, ensure that all students have been added to TIDE and all information listed in TIDE is correct, including any accommodations students will use for testing. It is important that student information is correct to ensure that results are reported accurately.

Also see the *TIDE User Guide* for instructions on how to perform the following tasks prior to testing:

- Adding Students
- Assigning Accommodations
- Editing Student Demographic Information
- Printing Test Tickets

Print Test Tickets

Prior to computer-based test administrations, print test tickets to distribute to test administrators. Test tickets contain login information for students. Each student must have a test ticket to log in to computer-based assessments. Test tickets are generated in TIDE. See the *TIDE User Guide* for instructions on generating and printing test tickets.

Collect Required Administration Information

As directed by your district assessment coordinator, communicate to test administrators the process for collecting the required administration information, which includes the following:

- Students assigned to each testing room—provide student names and FLEIDs
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated
- Grade level
- Session ID (CBT – generated in the TA Interface when a test session is created)
- Test Group Code (paper-based administrations)
- Accommodations provided to students (codes provided on page 30)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of secure documents assigned to each student
- Dates and times when secure materials are received and returned (e.g., test tickets, test documents, passage booklets)

Copy and file all required administration information for future reference.

Keep separate, complete required administration information (including security numbers) for any paper-based tests that are administered. An electronic list of the security numbers assigned to your school is available in TIDE. You may use this to help populate your Administration Record/Security Checklist form for paper-based test materials.

Create Seating Charts

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing. Ensure that test administrators record all information indicated on pages 29–30, especially the direction students are facing. Instruct test administrators to create a new seating chart if the seating configuration changes during a test session. After testing, copy all seating charts, file the copies, and package the originals in the District Assessment Coordinator ONLY boxes.

Maintain Test Materials Chain of Custody Form

You are required to maintain a *Test Materials Chain of Custody Form*, located in Appendix E. The purpose of this form is to track test materials with security barcodes at all times, including their location, the dates and times they are handled, and the names of the people performing various activities involving the materials. Schools must retain electronic or hard copies of completed forms for their files after materials are packaged for return and provide the originals to the district assessment coordinator according to his or her instructions (e.g., via email or in the District Assessment Coordinator ONLY boxes).

Assign Proctors

Assign proctors to testing rooms according to the guidelines for proctors on page 18, make sure that they understand their responsibilities, and explain the Security Log to them. FDOE strongly recommends that proctors be assigned to rooms with 25 or fewer students whenever possible.

Arrange Testing of Special Programs Students

Your district assessment coordinator may contact you to make arrangements for students in special programs (e.g., virtual instruction programs, Home Education Programs) to test at your school. Adhere to the information and instructions from your district assessment coordinator, and contact your district office if you have questions about testing special programs students.

Ensure Implementation of Accommodations

The *2023–2024 Statewide Assessments Accommodations Guide* provides information concerning allowable accommodations for students with disabilities and for ELLs and recently exited ELLs. When testing ELLs, recently exited ELLs, or students with accommodations, prior planning is necessary to ensure that accommodations indicated on student IEPs or Section 504 Plans are implemented correctly. Arrangements for implementing accommodations must be made prior to the administration dates. Make sure that test administrators have been properly trained regarding accommodations and have made provisions for the exact accommodations needed for individual students to avoid test invalidations. If students will receive an oral presentation accommodation and will not use text-to-speech in the secure browser, ensure that test administrators are familiar with the "Instructions for Oral Presentation Accommodations" section in Appendix A.

In TIDE, ensure that the appropriate accommodations are marked, as applicable:

- FSA ELA Writing and/or FSA ELA Reading Retake Passage Booklets
- Masking
- Text-to-Speech
- Speech-to-text for FSA ELA Writing Retake
- Text-to-Speech on Writing Response for FSA ELA Writing Retake
- American Sign Language (ASL)
- Closed Captioning (CC)

Refer to the *2023–2024 Statewide Assessments Accommodations Guide* for instructions regarding accommodated paper-based assessments.

Meet with Technology Coordinator

It is important that technology coordinators understand their responsibilities before, during, and after a computer-based test administration. Review the instructions and information for technology coordinators (located on the portal), as well as all test administration and security policies and procedures included in this manual, with your technology coordinator and create a plan for handling issues during testing. Technology coordinators are required to sign the *2023–2024 Test Administration and Security Agreement*. The technology coordinator should also be involved in all planning meetings to provide input on logistics and resolve any network issues.

Prepare Test Settings, Computers, and Devices

Tests should be administered in a room that has comfortable seating, good lighting, and an appropriate temperature. Make sure that testing rooms are adequately ventilated and free of distractions.

Sufficient work space should be provided for students to use worksheets, work folders, planning sheets, reference sheets, passage booklets, calculators, and periodic tables, as applicable. Students must not be able to easily view other students' test materials, computer screens, or devices. Check the configuration of the testing rooms to make sure you will be able to provide a secure environment during testing. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens). Also, check for and remove all unauthorized visual aids posted in classrooms or affixed to student desks.

For more information, see the testing room requirements on pages 28–29.

Ensure that the technology coordinator has verified that all computers and devices meet the requirements needed to administer the computer-based tests, as indicated on the Supported Operating Systems and Devices page, in the Technology Guide, and on the Secure Browsers page.

Before each test session, test administrators should launch the secure browser on each computer or device.

Oversee Preparation and Training

You are responsible for training all test administrators and proctors, including non-school-based instructors (e.g., itinerant teachers). You must train several employees to act as possible alternates. In the absence of sufficiently trained administrators, postpone testing until trained personnel are available.

Be aware of the following policies, procedures, and instructions, and emphasize this information during training at your school:

- Test Administrators
    - Test administrators must read and be familiar with all appropriate sections of this manual.
    - Test administrators who will be administering a test to students using CBT accommodations (e.g., masking, text-to-speech, closed captioning) or other allowable accommodations (e.g., flexible presentation) must be trained in the use of those accommodations and must be familiar with the "Instructions for Oral Presentation Accommodations" section available in Appendix A, as necessary.
    - Test administrators who will administer a test to students using regular print, large print, braille, or one-item-per-page accommodations must be trained in the use of those test materials.
    - Test administrators should refer to the Test Administrator Checklist, located in Appendix E, before, during, and after testing.
    - Test administrators must be familiar with all policies related to the use of calculators, specifically that calculators may **only** be used during Session 2 of the FSA Algebra 1 EOC Retake and during B.E.S.T. Algebra 1, B.E.S.T. Geometry, and Biology 1 EOC.
    - Test administrators must be aware of all prohibited activities.

- Proctors
    - School personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 18.
    - Proctors must be trained and sign security agreements.
    - Proctors who will administer accommodations must be trained to provide accommodations appropriately.
    - While proctors are not required in rooms where 25 or fewer students are being tested, FDOE strongly encourages the use of proctors in all test administrations to help reduce testing irregularities and aid in investigations, if necessary.

- ▪ To ensure test security, FDOE discourages testing students in large groups (e.g., in a cafeteria or auditorium); however, in the event that students are tested in a large group, the appropriate number of proctors **must** be present during the test session (see page 18).

- Electronic Devices and Breaks
  - ▪ Determine your school's policy for the storage of electronic devices during testing. According to the test administration script, before testing begins, test administrators ask students to raise their hands if they have any electronic devices with them. Direct test administrators on what to do if students have electronic devices in their possession before testing begins.
  - ▪ Ensure that test administrators are aware of the policy that students are not allowed to access electronic devices at any time during a test session, including breaks such as lunch. If a student accesses his or her electronic device(s) during a break, his or her test must be invalidated.
  - ▪ Ensure that test administrators are aware of how to secure a student's computer or device during a break. For short breaks (e.g., restroom), it is recommended that a visual block be applied to the student's computer screen or device. For longer breaks, it is recommended that the student pause the test. If a student pauses the test, he or she will not be able to continue testing until he or she is approved to resume testing in the TA Interface.

- CBT Policies and Procedures
  - ▪ Train test administrators on how to create, monitor, and stop test sessions.
  - ▪ Test administrators may be able to assist students with errors when logging in but should not try to resolve technical issues during testing. Determine how test administrators can get assistance during testing, if necessary.
  - ▪ Ensure that test administrators know they must contact you immediately when a test irregularity occurs.
  - ▪ Train test administrators on how to administer practice tests at your school. Test administrators should access the practice test to become familiar with the item types and format of the test and available tools prior to administering a practice test and prior to test administration.
  - ▪ In the test administration scripts, test administrators are instructed to contact you in the following circumstances. Provide instructions for how to handle these circumstances:
    - ◦ A student has trouble logging in the first time or is logged out of his or her test more than once.
    - ◦ A test administrator does not have a test ticket for a student.
    - ◦ A First Name, Last Name, or ID is not correct (e.g., misspelled) on the test ticket.
    - ◦ A student does not have the appropriate test available or signs into the wrong test.
    - ◦ A student refuses to acknowledge the testing rules.
    - ◦ A defective FSA ELA Writing Retake or FSA ELA Reading Retake Passage Booklet is discovered.
    - ◦ A test administrator is concerned that a student is unable (e.g., too ill) to begin or finish the test.
    - ◦ A disruption occurs (e.g., a technical disruption, power outage, disruptive behavior).
    - ◦ A student has not completed the test at the end of the allotted time and will need additional time to continue working.
    - ◦ A student begins testing without accommodations or begins testing with the wrong accommodations assigned.

- Test Security
  - Per Rule 6A-10.042, F.A.C., "Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test." This Rule encompasses any sharing or discussing of items, either in person or via electronic communication, such as texting, emailing, or posting to social media (e.g., Facebook, Twitter, Snapchat, Instagram).
  - Ensure that test administrators, proctors, and any other personnel involved in test administration sign a *2023–2024 Test Administration and Security Agreement* after training is complete. Collect and file the signed agreements.

Arrange CBT Practice Test Sessions

Schedule and arrange practice tests as described in this manual. Students are encouraged to complete the appropriate practice test to learn how to use the computer-based system. Instruct school personnel to make students aware that they can access practice tests on their own at any time prior to testing.

The practice tests are available on the portal. Students who require CBT accommodations (e.g., masking, text-to-speech) are encouraged to complete an appropriate accommodated practice test.

Arrange Paper-Based Practice Activities

According to instructions from your district assessment coordinator, schedule and arrange paper-based practice activities as described in this manual. Students participating in a paper-based assessment are strongly encouraged to practice with the sample test materials in a session at their schools and on their own to become familiar with responding to items on paper.

Materials are available on the portal under **Students & Families > Paper-Based Practice Tests**.

Assign Test Group Codes

Test group codes are used as a security measure in paper-based administrations to identify groups of students tested together. Your district assessment coordinator will provide instructions regarding four-digit test group codes that you will give to test administrators. Each test administrator must be given one four-digit test group code to use in his or her testing room for each test administered. **Each testing room must use a different test group code and the same code will be used for all sessions of that test.** If any students are absent during an assessment, a different unique test group code must be provided for each make-up session.

Print On-Demand PreID Labels

Print On-Demand PreID Labels for students testing with paper-based accommodations. Blank labels for printing On-Demand PreID Labels will be included with your shipment of test materials. See the *TIDE User Guide* for instructions on how to print On-Demand PreID Labels. Ensure the barcode on the label is legible (i.e., not smudged or faded) and the label is not wrinkled or applied unevenly.

School Assessment Coordinator Responsibilities During Testing

Distribute Test Materials

On each day of testing, you are responsible for providing each test administrator with the following materials before testing begins, as applicable:

- Test tickets
- Test group code
- Writing Planning Sheets
- CBT Work Folders or CBT Worksheets
- FSA ELA Writing Retake or FSA ELA Reading Retake Passage Booklets
- Periodic Tables
- Reference Sheets
- Scientific Calculators (FSA Algebra 1 EOC Retake Session 2 **only**, B.E.S.T. Algebra 1 and Geometry EOC)
- Four-function Calculators (Biology 1 EOC)
- Test and Answer Books (FSA Retake, Science and Social Studies EOCs)
- Test Books and Answer Books (FCLE)
- Test and Response Books (B.E.S.T. Algebra 1 and Geometry EOC, FAST ELA Reading Retake)

Supervise Test Administration and Maintain Test Security

Provide test administrators with additional materials during testing, as necessary.

Monitor each testing room to ensure that test administration and test security policies and procedures are followed and accommodations are being administered correctly. You and the technology coordinator must be available during testing to answer questions from test administrators and to assist with technical issues. Make sure that Security Logs and seating charts are being completed properly and that all required administration information is being maintained in each testing room.

If the Internet connection is interrupted during computer-based testing, students will not be able to continue testing. If the Internet connection is not restored in time for students to complete the test, the test administrator should contact you or the technology coordinator for assistance. If a technical issue interrupts testing and is not able to be resolved quickly, you should contact the Florida Help Desk at 866-815-7246 and notify the district assessment office **immediately**.

Test administrators should contact you or the technology coordinator if an error message appears on a student's computer screen or device during testing and he or she cannot resolve the issue.

Submit re-open a test session and re-open a test requests in TIDE for students who need to return to a test session after mistakenly submitting it (same day only). Contact your district assessment coordinator for assistance with processing these requests, as TIDE does not send him or her a notification when a request is submitted.

Review Testing Rules Acknowledgment

Test administrators are instructed to contact you if a student does not check the box or sign to affirm the Testing Rules Acknowledgment. Determine the appropriate course of action for handling a student who does not affirm the Testing Rules Acknowledgment. **Any student who refuses to affirm the Testing Rules Acknowledgment should still be tested, but a record of the student's refusal should be retained at the school.**

Student Reports a Defective Item

Test administrators should contact you if a student reports a test item that he or she thinks is defective. Inform your district assessment coordinator of the concern, including the student's name, subject, item number, and basic student concern (e.g., two possible answers, no correct answer).

Monitor Student Progress

Student progress and test completion rates for computer-based tests can be monitored in TIDE. You should use Participation Reports in TIDE to track completion rates and determine which students still need to be tested. Further information on Participation Reports can be found in the *TIDE User Guide*.

Supervise Make-Up Test Administrations

Ensure that all test security and test administration policies and procedures are followed while conducting make-up tests. Be available to assist test administrators as needed during make-up test administrations. For all multi-session assessments, Session 1 must be administered before Session 2, and the two sessions must still be administered over two days.

Please remind test administrators that after **any** administration, initial or make-up, materials must be returned to you immediately. Secure materials should never remain in classrooms or be taken from the school's campus overnight.

School Assessment Coordinator Responsibilities After Testing

Receive Materials from Test Administrators

Follow these steps as you receive materials from test administrators:

1. Verify that all secure materials have been returned. Notify the district assessment coordinator immediately if any secure materials are missing and complete the necessary investigation.

2. Make copies of the following completed documents and file the copies:

   - Required administration information
   - Security Logs
   - Seating charts
   - Chain of Custody forms

   Return the originals in your District Assessment Coordinator ONLY boxes according to the instructions on page 181.

3. If authorized by your district assessment coordinator, enter paper-based student responses for FAST and B.E.S.T. administrations into the Data Entry Interface (DEI) as described on page 138.

4. Prepare materials for return following instructions from your district assessment coordinator and the *Paper-Based Materials Return Instructions* in Appendix C.

5. File the signed copies of the *2023–2024 Test Administration and Security Agreement* and the *2023–2024 Test Administrator Prohibited Activities Agreement* for test administrators and proctors.

Update Student Information

If student information is discovered to be incorrect during testing, update the information in TIDE immediately following test administration. Instructions for updating student information can be found in the *TIDE User Guide*. Notify the district assessment coordinator if the student tested on an incorrect FLEID.

Invalidate Tests

Review policies regarding test invalidation on pages 26–27. Test invalidations for computer-based tests are processed in TIDE. To invalidate a test, you will need the student's FLEID and the reason for invalidation. You may also search for the test you wish to invalidate by Session ID or Result ID. Complete instructions on invalidating computer-based tests in TIDE are available in the *TIDE User Guide*. Invalidations must be entered in TIDE by the last day of the test administration window.

Record Accommodations

Ensure that each test administrator includes accommodations provided to and used by students with his or her required administration information, as applicable. This documentation may be necessary in the case of investigations regarding possible test irregularities.

Enter Student Responses

All regular print, large print, and one-item-per-page FAST and B.E.S.T. paper-based assessments must be transcribed by school or district staff into the Data Entry Interface (DEI). Braille FAST and B.E.S.T. materials can be entered into the DEI locally or returned to DRC for transcription and DEI entry. The district assessment coordinator will determine which staff will be responsible for entering in student responses. School staff who will enter responses into the DEI must be assigned the School Data Entry (SDE) role in TIDE to access the system. Each test should be transcribed by one staff member, and another staff member should confirm the transcription prior to the test being submitted. Responses should be entered into the DEI within one week of the student completing the paper-based assessment. All responses must be recorded by the end of the test administration window. **Any test and response books returned to DRC without being first recorded into the DEI will not be scored.** More information about the DEI can be found in the *DEI User Guide*.

Prepare Materials for Return

Follow instructions from your district assessment coordinator regarding the return of secure materials. Reference Appendix C: Paper-Based Materials Return Instructions as needed.

District Assessment Coordinator Responsibilities Before Testing

Please use the *District Assessment Coordinator Checklist*, located in <u>Appendix E</u>, before, during, and after testing.

Order and Receive Materials

Place additional orders in TIDE for test documents and any other required test materials. Ensure that schools in your district have an adequate supply of work folders, planning sheets, and worksheets.

Do not distribute secure materials to schools any earlier than two weeks prior to testing. If you find it necessary to distribute materials to specific schools sooner than two weeks before testing, please contact the Bureau of K–12 Student Assessment with a list of schools for approval.

District materials will be packaged in separate boxes labeled with the district's name. You can access copies of your district and school packing lists in TIDE. After your shipment arrives, make sure that each school receives the correct materials. If boxes are missing, notify the Florida Help Desk at 866-815-7246. Instruct school assessment coordinators to inventory the contents of their boxes within 24 hours of receipt and report missing materials immediately.

Collect Required Administration Information

Communicate the process for collecting the required administration information to school assessment coordinators, which includes the following:

- Students assigned to each testing room—provide student names and FLEIDs
- Attendance information—**P**=Present, **A**=Absent, **W**=Withdrawn, and **P/I**=Present but Invalidated
- Grade level
- Session ID (generated in the TA Interface when a test session is created)
- Test Group Code (paper-based administrations)
- Accommodations provided to students (codes provided on page 30)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of secure documents assigned to each student
- Dates and times when secure materials (e.g., test tickets, test documents, passage booklets) are received and returned

It is your responsibility to decide how schools will collect the required administration information. You may:

- Instruct school assessment coordinators to copy and use the blank <u>Administration Record/Security Checklist</u> located in <u>Appendix E</u>.
- Schools may use the online security checklist and manipulate the columns to best fit their needs.
- Determine your own method or allow school assessment coordinators to determine their own methods.

After the returned materials are inventoried, you may receive a memo notifying you of your district's status of "Missing Materials" or "No Missing Materials" for the administration. If a district has any missing secure materials, the administration records will be an important part of the missing materials investigation process.

Prepare for Practice Test Sessions

Instruct school assessment coordinators to schedule and arrange practice tests as described on page 134.

If any of the students in your district require accommodated practice test materials, you may place an order for those materials in TIDE. For FSA Retake, Science and Social Studies EOCs, and FCLE, large print, one-item-per-page, and braille materials are available. For FAST and B.E.S.T., braille practice test materials are available. To order these materials, select "Accommodated Sample Test Materials" from the test administration drop-down when you log in to TIDE. You can then place your order for these materials under the *Place Additional Orders* page.

Assign Test Group Codes

Test group codes are used during **paper-based** test administrations of FSA Retake, Biology 1, Civics, and U.S. History EOCs, and FCLE assessments as a security measure to identify groups of students tested together. You may either create and distribute test group codes to all your school assessment coordinators or instruct them to create their own unique four-digit test group codes for each testing room. Instruct school assessment coordinators to provide each test administrator one unique four-digit test group code to use in his or her testing room for each test administered. **Each testing room must utilize a different test group code.** If any students are missing during an assessment, a different unique test group code must be provided for each make-up session. Please ensure that school assessment coordinators understand this policy.

Require Seating Charts

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing (see information on page 30). If the seating configuration changes during testing or if students using extra time are moved to a new location to complete the test, a new seating chart must be created. After testing, school assessment coordinators must make copies of all seating charts, file the copies, and store the original charts in your District Assessment Coordinator ONLY boxes.

Create TIDE Accounts

User accounts are required for all school personnel who will be administering assessments, as well as any personnel who will be updating student records or accessing student scores. If you will assign school staff to enter responses into the Data Entry Interface (DEI) you must assign them the School Data Entry (SDE) role in TIDE. Further information regarding creating and maintaining user accounts can be found in the *TIDE User Guide*.

Train School Assessment Coordinators and Technology Coordinators

You are responsible for training school assessment coordinators and technology coordinators, and school assessment coordinators are responsible for training test administrators and proctors. School personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 18. Stress the importance of having staff available to assist test administrators with technical issues, if necessary.

Also, stress the importance of school assessment coordinators training both non-school-based instructors (e.g., itinerant teachers) and personnel who may serve as alternate administrators in the event of test-day emergencies. State law requires the use of trained administrators to minimize test irregularities and possible test invalidations.

Review the following procedures when training school assessment coordinators:

- Completing the *2023–2024 Test Administration and Security Agreement* and the *2023–2024 Test Administrator Prohibited Activities Agreement* (These security agreements may be copied together as single-page, double-sided forms and must be filed at the school.)

- Completing the *Test Materials Chain of Custody Form*

- Verifying student information in TIDE

- Marking accommodations for students in TIDE (if not entered through the PreID file or Upload Accommodations file)

- Adding new student information

- Administering practice test sessions

- Scheduling test sessions

- Ensuring that all test administration and test security policies and procedures outlined in this manual are followed

- Familiarizing all test administrators with prohibited activities before, during, and after testing

- Recording the required administration information

- Completing Security Logs and seating charts with the required information

- Printing test tickets and On-Demand PreID Labels

- Preparing testing room(s)

- Distributing test tickets

- Distributing Writing Planning Sheets, CBT Work Folders, CBT Worksheets, passage booklets, periodic tables, and reference sheets to test administrators, as applicable

- Distributing calculators, if applicable (FSA Algebra 1 EOC Retake Session 2 and B.E.S.T. Algebra 1, B.E.S.T. Geometry, and Biology 1 EOC **only**)

- Distributing paper-based test materials (test documents) to test administrators, as applicable

- Verifying that handheld calculators, if provided, comply with the guidelines found in the *Calculator and Reference Sheet Policies for Florida Statewide Assessments* document

- Monitoring testing

- Creating requests in TIDE to re-open sessions and tests

- Providing correct accommodations to students

- Recording the accommodations provided to students and the accommodations used by students

- Storing, returning, or otherwise handling other materials, including used and unused CBT Worksheets, CBT Work Folders, Writing Planning Sheets, passage booklets, reference sheets, periodic tables, and test tickets according to your instructions

- Entering responses into the DEI if school staff will be responsible for this task

- Packaging materials in the District Assessment Coordinator ONLY boxes (see page 181)

Prior to testing, ensure that your school assessment coordinators are aware of your district's policies regarding the following:

- How to handle the collection of electronic devices prior to testing
- Whether students should be allowed to submit their tests prior to the end of a test session and, if so, if those students should be allowed to read after their test materials have been collected
- Whether you will provide test group codes for paper-based accommodated test sessions or school assessment coordinators should create their own unique four-digit codes
- How to contact you **immediately** if a technical disruption or misadministration occurs

User guides and other training resources are available on the portal.

Arrange to Test Special Programs Students

Communicate with your school assessment coordinators how to make arrangements for students in special programs (e.g., district virtual instruction programs, Home Education Programs) to test at their schools.

Ensure Implementation of Accommodations

The *2023–2024 Statewide Assessments Accommodations Guide* provides information concerning allowable accommodations for students with disabilities and for ELLs and recently exited ELLs. School assessment coordinators may require assistance in providing additional proctors and/or test locations, depending on the accommodations implemented. Arrange for these accommodations prior to the test administration dates. To avoid potential test invalidations, ensure that accommodations are provided as indicated on student IEPs or Section 504 Plans. Documentation of accommodations provided to and used by students must be maintained at each school.

The *2023–2024 Statewide Assessments Accommodations Guide* contains instructions for administering accommodated paper-based assessments. Scripts for administering accommodated assessments are available on the portal.

Entering Student Responses

Determine whether school or district staff will be responsible for entering responses for regular print, large print, and one-item-per-page test and response books into the DEI for FAST and B.E.S.T. EOC assessments. If school-based staff will enter responses, you must assign them the SDE role in TIDE. One staff member should transcribe the responses and another staff member should confirm the transcription. Braille materials can be entered into the DEI locally or returned to DRC for transcription and DEI entry. See instructions in Appendix C: Paper-Based Materials Return Instructions.

District Assessment Coordinator Responsibilities During Testing

Monitor Test Administration and Maintain Test Security

Be available during testing to answer questions from school assessment coordinators and to supply additional materials as needed. If possible, district personnel should perform on-site monitoring of test administration activities in schools to ensure that test administration and test security policies and procedures are followed.

Schools will submit re-open a test session and re-open a test requests in TIDE for students who are locked out of a session and need to return to testing on the same day, and the district will be responsible for approving these requests. Contact FDOE or the Florida Help Desk for assistance with processing these requests.

Test Status Monitoring

Student progress and test completion rates can be monitored in TIDE. You should use Session Monitoring reports, Participation Reports, the Test Status Report, and Test Completion Rates in TIDE to track completion rates and determine which students still need to be tested. Further information on these reports can be found in the *TIDE User Guide*.

Communicate with FDOE

Contact the Bureau of K–12 Student Assessment at 850-245-0513 if security breaches are reported or if you need guidance when test invalidation is being considered.

School assessment coordinators should contact you if a student reports a test item that he or she thinks is defective. Inform the Bureau of K–12 Student Assessment of the concern, including the student's name, grade level, subject, item number, and basic student concern (e.g., two possible answers, no correct answer).

If school- or district-wide testing is interrupted due to a technical issue, technology failure, or other unforeseen event, please report the issue to the Bureau of K–12 Student Assessment immediately.

District Assessment Coordinator Responsibilities After Testing

After testing, verify that school assessment coordinators have completed the following tasks:

- Filed the signed copies of the *2023–2024 Test Administration and Security Agreement* and *2023–2024 Test Administrator Prohibited Activities Agreement*

- Filed copies of the seating charts, Security Logs, *Test Materials Chain of Custody Forms*, and required administration information, and stored the originals, along with all used Writing Planning Sheets, CBT Worksheets, CBT Work Folders, periodic tables, and reference sheets in the District Assessment Coordinator ONLY boxes

- Packaged, stored, and returned all materials, according to your instructions and the instructions in this manual

Invalidate Tests

Review policies regarding test invalidation on pages 26–27. Remember that invalidations must be recorded in TIDE **by 4:00 p.m. (Eastern time) on the final day of testing for the administration**. After that date, you must contact FDOE to report any test invalidations. Refer to the *TIDE User Guide* for instructions on how to invalidate tests.

Entering Student Responses

If it has been determined that district staff will be responsible for entering responses for FAST and B.E.S.T. EOC regular print, large print, and one-item-per-page test and response books into the DEI, one staff member should transcribe the response and another staff member should confirm the transcription. Braille materials for these assessments can be entered into the DEI locally or returned to DRC for scoring.

Prepare Boxes for Return

For detailed instructions on preparing boxes for return, please refer to the *Paper-Based Materials Return Instructions* in Appendix C.

Securely Store District Assessment Coordinator ONLY Boxes

If you instructed schools to return these boxes to you, open the boxes when you receive them, review the required administration information, and make sure that you have notified FDOE if any secure materials are missing. A form for reporting missing materials is available on the Florida Statewide Assessments Portal. Complete the necessary investigation and file the records.

Verify that the required administration information, Security Logs, *Test Materials Chain of Custody Forms*, and seating charts were completed and file them. Do not recycle or destroy any required forms or ancillary materials, such as used work folders, used planning sheets, used periodic tables, and used worksheets, **until scores for the administration have been reported and any investigations are concluded**.

If District Assessment Coordinator ONLY boxes will be securely stored at schools, ensure that school assessment coordinators understand your policies for storing these materials.

Appendix A: Accommodations

Overview

The information in this appendix is organized into sections by category (see table below).

Accommodations for Students with Disabilities	Page(s)
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Test Accommodations for Students with Disabilities (General Information)

As specified in this appendix, accommodations may be provided to students with disabilities with current Individual Education Plans (IEPs) or Section 504 Plans. Care must be taken to provide a student with only the accommodations permitted for that student. In addition, students with disabilities must be provided the opportunity to participate in practice activities for the statewide assessments with appropriate allowable accommodations. The test administrator and the school assessment coordinator are responsible for ensuring that arrangements for accommodations have been made prior to the test administration dates.

Determination of appropriate accommodations in assessment situations for students with disabilities is based on the individual needs of each student. Decisions on accommodations are made by the IEP or Section 504 team and recorded on the IEP or Section 504 Plan. Students with disabilities should be oriented to any test situation through test-taking instruction designed to familiarize them with the testing format and procedures. This orientation should take place near the time of testing. Guidelines recommended for making accommodation decisions include the following:

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.

2. Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.

3. Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.

4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

Students with disabilities who are not currently enrolled in public schools or receiving services through public school programs and require accommodations in order to participate in a test administration may have access to accommodations if the following information is provided:

- Evidence that the student has been found eligible as a student with a disability as defined by s. 1003.01(3)(a), F.S., or Rule 6A-19.001(6), F.A.C., and

- Documentation that the requested accommodations are regularly used for instruction.

For further information, please contact the Bureau of Exceptional Student Education at 850-245-0475 or visit **www.fldoe.org/academics/exceptional-student-edu/**.

Accommodations for Students with Disabilities

Accommodations must be provided as indicated on student IEPs or Section 504 Plans. For a list of the allowable accommodations for the Florida Statewide Assessments, please refer to the *2023–2024 Statewide Assessments Accommodations Guide*. Not all allowable accommodations are listed.

Accommodations for English Language Learners (ELLs) and Recently Exited ELLs

Districts are required to offer accommodations to students identified as ELLs and to students within the two-year monitoring period after exiting the ELL program (LF students). For a list of the allowable accommodations for ELLs participating in the Florida Statewide Assessments, please refer to the *2023–2024 Statewide Assessments Accommodations Guide*.

Instructions for Oral Presentation Accommodations

Use the instructions and examples below and on the following pages when providing oral presentation of an assessment to eligible students who have the accommodation documented in an IEP or Section 504 Plan. Any portions of tests that may be read aloud may also be signed for students who require use of sign language. Prompts, items, and answer choices may not be reworded, summarized, or simplified. When reading answer choices, the test administrator or proctor must be very careful not to use inflection that might lead a student to the correct/incorrect responses. Directions, prompts, items, and answer choices may be repeated as many times as a student requests. These rules are consistent with text-to-speech functionality for test items in computer-based tests.

For students with the oral presentation accommodation taking EOCs or the FCLE, all directions, passages, test questions, and answer choices may be read aloud. Test items and answer choices that are read aloud may not be reworded, summarized, or simplified. Charts, tables, illustrations, and graphs may also be read aloud to students with the oral presentation accommodation. The test administrator or proctor may describe the charts, tables, illustrations, graphs, etc., in a manner similar to that which the student would normally encounter in the classroom, but the test administrator or proctor must exercise care not to use inflection that might lead a student to the correct/incorrect response.

Passages in ELA Writing and ELA Reading Retake tests **may not** be read aloud to students, with the exception of students who have been approved for a unique accommodation. For a student to qualify for the unique accommodation that allows auditory presentation of ELA Writing and ELA Reading Passages, the student must be severely visually disabled **and** without tactile or manual abilities; the student may also qualify if he or she is newly blind and has not yet learned braille or the student's disability severely limits his or her ability to learn braille. A student may also qualify for the unique accommodation that allows auditory presentation of ELA Writing and ELA Reading Passages if they have a documented deficit in decoding and is receiving evidence-based intervention in addition to core instruction. These unique accommodations must be submitted annually by the district assessment coordinator to FDOE for approval.

Note: For any portions of tests that may be read aloud or signed for students with disabilities, assistance in heritage language only (not oral presentation) may be provided for students identified as English Language Learners (ELLs) and recently exited ELLs.

1. Directions, test questions, and answer choices may be read aloud.

2. Passages may **not** be read aloud, with the exception of students who have been approved for a unique accommodation (see the *2023–2024 Statewide Assessments Accommodations Guide*).

3. When passages or excerpts from passages appear within items, the following rules apply:

   - Words, phrases, and individual sentences from passages that appear in the stem or in the answer choices may be read aloud.

   - Portions of passages longer than one sentence that appear in the stem or in the answer choices may **not** be read aloud.

   - More than two lines from a poetry passage that appear in an item may **not** be read aloud.

   - Paragraphs from passages (including individual sentences presented together in paragraph form) that appear in the stem or in the answer choices may **not** be read aloud. Only paragraph numbers may be read aloud.

   - Excerpts within editing task choice items, regardless of how long they are, may **not** be read aloud.

FSA ELA Retake Examples

Example:

> **Read the passage and then answer Numbers 14 through 16. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.**

← Directions may be read aloud.

> People often talk about the beauty of a sunset or sunrise. The Sun is able to inspire many feelings in <u>people</u> awe, wonder, and even delight. Some of the Sun's optical phenomena are so rare and mysterious that for centuries they were believed to have mystical associations. But knowing the scientific explanations for these natural light shows doesn't make them any less breathtaking.
>
> Rainbows, among the most common optical effects, are caused by a process known as refraction. Refraction takes place when the Sun's light rays are bent, reflected, and <u>split</u> into an arc of color as they pass through drops of water in the atmosphere. This happens because light bends at different angles depending on its wavelength.
>
> Other optical effects are rarer because they require more specific circumstances. One such phenomenon is variously called a parhelion, a mock sun, or <u>referred to as a sundog</u>. Sundogs are caused when flat, hexagonal ice crystals are present in the atmosphere. As the crystals move, light is refracted through the crystals to create a circular effect called a halo. If the crystals are being pushed in one direction by the wind, the light will be concentrated in spots on either side of the <u>halo</u> these bright spots are known as sundogs.

← Do **not** read anything in this portion of the item aloud.
(A passage in FSA ELA Reading Retake may **not** be read aloud.)

> **Now answer Numbers 14 through 16. Choose the correct word or phrase for each of the following.**

← Directions may be read aloud.

14. The Sun is able to inspire many feelings in <u>people</u> awe, wonder, and even delight.

  Ⓐ people:

  Ⓑ people,

  Ⓒ people;

  Ⓓ correct as is

15. Refraction takes place when the Sun's light rays are bent, reflected, and <u>split</u> into an arc of color as they pass through drops of water in the atmosphere.

  Ⓐ they split

  Ⓑ it splits

  Ⓒ splits

  Ⓓ correct as is

16. Part A

One such phenomenon is variously called a parhelion, a mock sun, or <u>referred to as a sundog</u>.

  Ⓐ is also called a sundog

  Ⓑ a sundog

  Ⓒ sundogs

  Ⓓ correct as is

Part B

If the crystals are being pushed in one direction by the wind, the light will be concentrated in spots on either side of the <u>halo</u> these bright spots are known as sundogs.

  Ⓐ halo,

  Ⓑ halo;

  Ⓒ halo/

  Ⓓ correct as is

← Do **not** read anything in this portion of the item aloud. (Excerpts and answer choices for editing task items may **not** be read aloud. Editing task items are presented in a two-column format.)

Example:

> **Now answer Numbers 19 through 22. Choose the correct word of phrase for each of the following.**

⟵ Directions may be read aloud.

19. Choose the sentence that uses pronouns correctly.

    Ⓐ While theater doesn't fascinate everyone, many people love it.

    Ⓑ While theater doesn't fascinate everyone, many people love these.

    Ⓒ While theater doesn't fascinate everyone, many people love those.

    Ⓓ correct as is

20. Choose the correct spelling.

    Ⓐ indevidual

    Ⓑ individual

    Ⓒ individule

    Ⓓ correct as is

21. Choose the correct way to complete the sentence.

    Ⓐ mistakes because they will have to think on their feet to fix them.

    Ⓑ mistakes. Because they will have to think on their feet to fix them.

    Ⓒ mistakes, because they will have to think on their feet to fix them.

    Ⓓ correct as is

22. Choose the sentence that corrects the unclear pronoun.

    Ⓐ Both the teachers and the classes are popular, and who are experts in their field.

    Ⓑ Both the teachers and the classes are popular, and both are experts in their field.

    Ⓒ Both the teachers and the classes are popular, and the students are experts in their field.

    Ⓓ Both the teachers and the classes are popular, and the teachers are experts in their field.

⟵ Do **not** read anything in this portion of the item aloud. (Excerpts and answer choices for editing task items may **not** be read aloud. Editing task items are presented in a two-column format.)

Example:

> Select the two correct meanings of the phrase <u>good to go</u> as it is used in the sentence.

⟵ Everything in this portion of the item may be read aloud.

> "Students who live far apart, students who can't leave home, students who want to take a class they can't take nearby—all they need is a computer and an Internet connection and they're <u>good to go</u>!" (paragraph 6)

⟵ Everything in this portion of the item may be read aloud. (An individual sentence from a passage that appears in an item may be read aloud.)

    Ⓐ okay to leave

    Ⓑ able to learn quickly

    Ⓒ able to begin

    Ⓓ prepared to travel

    Ⓔ ready to start to learn

⟵ Everything in this portion of the item may be read aloud.

Example:

> **Part A**
>
> Fill in the circle **before** the sentence that shows how the author supports the idea that students who live far from each other can learn together.
>
> Ⓐ She tells about why students should learn online.
> Ⓑ She shares details about the way students learn online.
> Ⓒ She gives examples of how online learning helps students.
> Ⓓ She explains that the online classroom is only for a short time.
>
> **Part B**
>
> Fill in the circle **before** the two sentences that support the answer in part A.

← Everything in this portion of the item may be read aloud.

> Ⓐ It is also possible for students to live in different places and be a part of an online class together. Ⓑ Each person goes to a website for the class he or she is taking. Ⓒ Thousands of people can watch and listen to this class at the same time. Ⓓ When they want to speak, they can use a microphone to ask and answer questions. Ⓔ When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. Ⓕ The connection over the Internet is broken, and the online classroom disappears.

← Do **not** read anything in this portion of the item aloud. (A paragraph from a passage that appears in an item may **not** be read aloud.)

Example:

> **Part A**
>
> How has learning from distant places changed over time?
>
> Ⓐ Students can ask questions and get answers faster.
> Ⓑ Students can hear their teacher during the same class time.
> Ⓒ Students use the mail to receive and send work.
> Ⓓ Students live far apart from their classmates.
>
> **Part B**
>
> Select one sentence that supports the answer in part A.

← Everything in this portion of the item may be read aloud.

> Ⓐ "The students can live in one country, and the teacher can be located in a different country."
> Ⓑ "All the children could hear their teacher at the same time, but they were hundreds of miles apart."
> Ⓒ "They got their lessons in the mail, did their homework, and mailed it back to the teacher."
> Ⓓ "Everyone can see and hear everything that's being said as it happens."
> Ⓔ "Sometimes, they don't have to have a class where everyone is together all at once."

← Everything in this portion of the item may be read aloud. (Individual sentences from a passage that appear in an item may be read aloud.)

Example:

> Select the lines from Passage 2 that develop the speaker's desire for adventure.

← Everything in this portion of the item may be read aloud.

> ☐ Three of us afloat in the meadow by the swing,
>   Three of us aboard in the basket on the lea.
> Winds are in the air, they are blowing in the spring,
>   And waves are on the meadow like the waves there are at sea.
>
> ☐ Where shall we adventure, to-day that we're afloat?
>   Wary of the weather and steering by a star?
> Shall it be to Africa, a-steering of the boat,
>   To Providence, or Babylon, or off to Malabar?
>
> ☐ Hi! but here's a squadron a-rowing on the sea—
>   Cattle on the meadow a-charging with a roar!
> Quick, and we'll escape them, they're as mad as they can be,
>   The wicket is the harbour and the garden is the shore.

← Do **not** read anything in this portion of the item aloud. (More than two lines from a poetry passage that appear in an item may not be read aloud.)

Example:

> Read this excerpt from Passage 2.
>
> Our little isle is green and breezy,
> Come and rest thee! O come hither,

← Everything in this portion of the item may be read aloud. While the excerpt contains more than one sentence, there are only two lines of poetry included. Two lines or fewer may be read aloud.

> Which set of contrasting ideas does this excerpt best portray?
>
> Ⓐ the harshness of the sea and the peace of the island
>
> Ⓑ the ugliness of the ship and the beauty of the island
>
> Ⓒ the comfort of home and the toughness of the open sea
>
> Ⓓ the excitement of the battlefield and the dullness of the sea

← Everything in this portion of the item may be read aloud.

Example:

> Which lines from Passage 2 illustrate the harshness of the sea?

← Everything in this portion of the item may be read aloud.

> Ⓐ The sea is lonely, the sea is dreary,/The sea is restless and uneasy;/Thou seekest quiet, thou art weary, (lines 1–3)
>
> Ⓑ As the dark waves of the sea/Draw in and out of rocky rifts,/Calling solemnly to thee (lines 12–14)
>
> Ⓒ With voices deep and hollow,—/"To the shore/Follow! O, follow! (lines 15–17)
>
> Ⓓ To be at rest among the flowers;/Full of rest, the green moss lifts,/As the dark waves of the sea (lines 10–12)

← Do **not** read anything in this portion of the item aloud. (More than two lines from a poetry passage that appear in an item may not be read aloud. Lines of poetry in this item are denoted by slashes.)

Example:

Writing Prompt

Write an informative essay about the effects wild animals and humans have on each other when they live in the same area. Use information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to include

- an introduction;
- information from the passages as support; and
- a conclusion that is related to the information presented.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

This section may be read aloud. The passages preceding the Writing Prompt may not be read aloud.

FSA Algebra 1 EOC Retake and B.E.S.T. Algebra 1 and Geometry EOC Examples

For students with an oral presentation accommodation taking the FSA Algebra 1 EOC Retake and B.E.S.T. Algebra 1 and Geometry EOCs, charts, tables, and graphs may be described to the students in a manner similar to that which the student would normally encounter in the classroom. If a student does not normally need charts, tables, and graphs described to them in the classroom, it would not be appropriate to describe them on the statewide assessments. The examples provided below and on the following pages are modeled from secure browser text-to-speech descriptions and are generally provided for students with visual impairments who may not be able to access graphics.

Example:

Max collected data on the height of each of his 20 classmates. The box plot shown represents his data.

Click above the number line to complete the dot plot that could also represent these data.

Everything in this portion of the item may be read aloud.

Height of Max's Classmates

Height (inches)

Height (inches)

The graphic should be described as follows: The box plot is titled "Height of Max's Classmates." The horizontal line is titled height, inches. The line has a range from 58 to 78 in increments of one. A box is drawn. The left side of the box is located at 62. The right side of the box is located at 70. A vertical line is drawn in the box located at 65. On the left side of the box a line is drawn connecting a point at 59 to the left side of the box. On the right side of the box a line is drawn connecting a point at 76 to the right side of the box.

The horizontal line under the dot plot is titled height, inches. The section of the number line ranges from 58 to 78 in increments of one. One dot is above 62. Two dots are above 65. Two dots are above 67. Two dots are above 70. One dot is above 71. One dot is above 73. One dot is above 74.

Example:

	x = 1	**x = 2**	**x = 3**
2x + 5 = 9	Ⓐ	Ⓑ	Ⓒ
2x + 5 < 9	Ⓓ	Ⓔ	Ⓕ
2x + 5 ≤ 9	Ⓖ	Ⓗ	Ⓘ

Select the values of *x* that make each equation or inequality true.

← Everything in this portion may be read aloud.

← The table should be described as follows: A table is shown. The table has three rows and three columns. From left to right the column headings read: x equals one. X equals two. X equals three. From top to bottom the row headings read: two x plus five equals nine. Two x plus five is less than nine. Two x plus five is less than or equal to nine.

X equals one. Two x plus five equals nine. Option A. X equals two. Two x plus five equals nine. Option B. X equals three. Two x plus five equals nine. Option C.

X equals one. Two x plus five is less than nine. Option D. X equals two. Two x plus five is less than nine. Option E. X equals three. Two x plus five is less than nine. Option F.

X equals one. Two x plus five is less than or equal to nine. Option G. X equals two. Two x plus five is less than or equal to nine. Option H. X equals three. Two x plus five is less than or equal to nine. Option I.

Example:

| A figure is shown. | ← | Everything in this portion may be read aloud. |
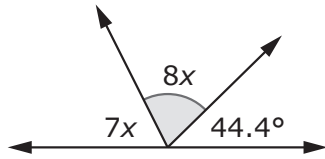
The figure should be described as follows: A horizontal line is shown. Two rays extend upward from the horizontal line from a shared point, creating three angles. The angle to the left is labeled seven x. The label in the middle has a shaded angle marker and is labeled eight x. The angle to the right is labeled forty-four point four degrees.

| What is the measure, in degrees, of the shaded angle? | ← | Everything in this portion may be read aloud. |

Example:

| Maurice and Gina each have a container of water, as shown. | ← | Everything in this portion may be read aloud. |

Maurice   **Gina**

25 L		25 L
20		20
15		15
10		10
5		5
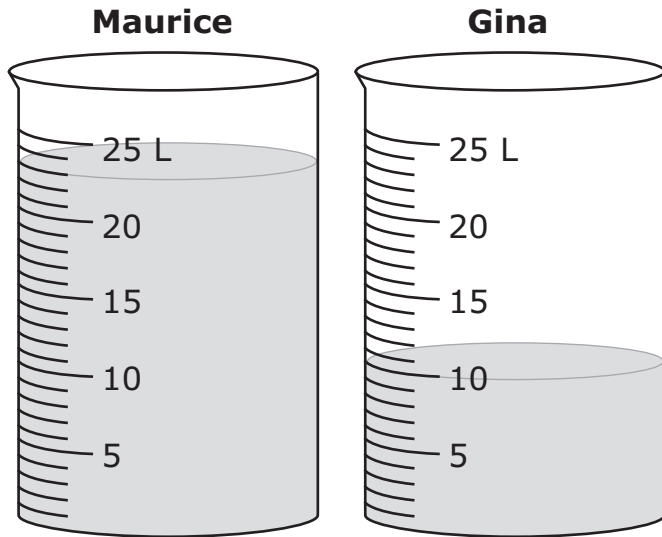
→ The graphic should be described as follows: The left container titled "Maurice" has marks that are labeled from bottom to top five, ten, fifteen, twenty, and twenty-five liters. Between each of the labeled marks, there are four shorter marks that are not labeled. Water is shown in the container up to the third short mark above the mark labeled twenty. The right container titled "Gina" has marks that are labeled from bottom to top five, ten, fifteen, twenty, and twenty-five liters. Between each of the labeled marks, there are four shorter marks that are not labeled. Water is shown in the container up to the mark labeled ten.

| What is the difference, in liters (L), between the amounts of water in their containers? | ← | Everything in this portion may be read aloud. |

Example:

| Polygon *ABCDE* is shown on the coordinate grid. | ← | Everything in this portion may be read aloud. |
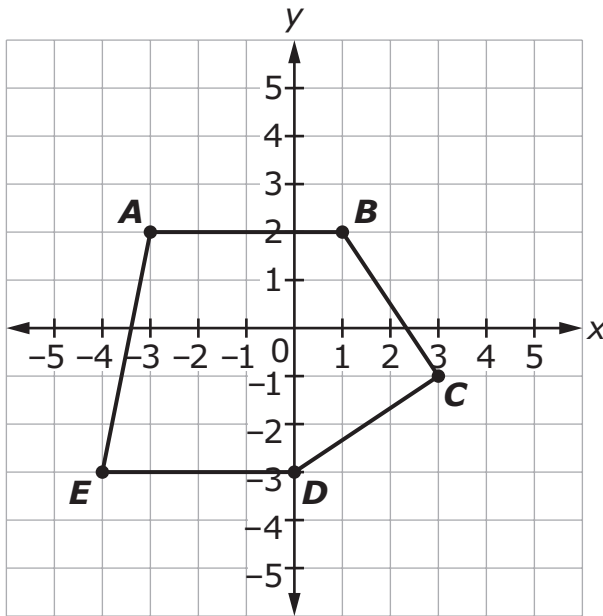
The coordinate grid should be described as follows: A coordinate grid is shown. The y-axis ranges from negative six to six in increments of one. The x-axis ranges from negative six to six in increments of one. A polygon is drawn on the coordinate grid. Connecting at point A negative three, two, point B one, two, point C three, negative one, point D zero, negative three and point E negative four, negative three.

| What is the perimeter, to the nearest hundredth of a unit, of polygon *ABCDE*? | ← | Everything in this portion may be read aloud. |

Biology 1, Civics, and U.S. History EOC and the Florida Civic Literacy Exam Examples

For students with an oral presentation accommodation taking Biology 1, Civics, and U.S. History EOCs or the Florida Civic Literacy Exam, charts, tables, graphs, pictures, and other graphics may be described to the students in a manner similar to that which the student would normally encounter in the classroom. If a student does not normally need charts, tables, graphs, and pictures described to them in the classroom, it would not be appropriate to describe them on the statewide assessments. The examples provided below and on the following pages are modeled from secure browser text-to-speech descriptions and are generally provided for students with visual impairments who may not be able to access graphics.

U.S. History or Civics EOC or the Florida Civic Literacy Exam

Example:

The newspaper headline below describes a significant event in U.S. foreign affairs.

◄— Everything in this portion of the item may be read aloud.

◄— The graphic should be described as follows: An image of a newspaper titled "Daily News" with the date of May seventh, nineteen fifteen is shown. The headline on the newspaper reads, "Lusitania Sunk: Over One Hundred Americans Lost At Sea".

How did this event contribute to the United States' entry into World War I?

◄— Everything in this portion of the item may be read aloud.

Biology 1 EOC

Example:

A team of ecologists observed feeding patterns of several populations in the desert. The energy pyramid shown below depicts the feeding patterns the ecologists observed.

Everything in this portion may be read aloud.

DESERT ENERGY PYRAMID
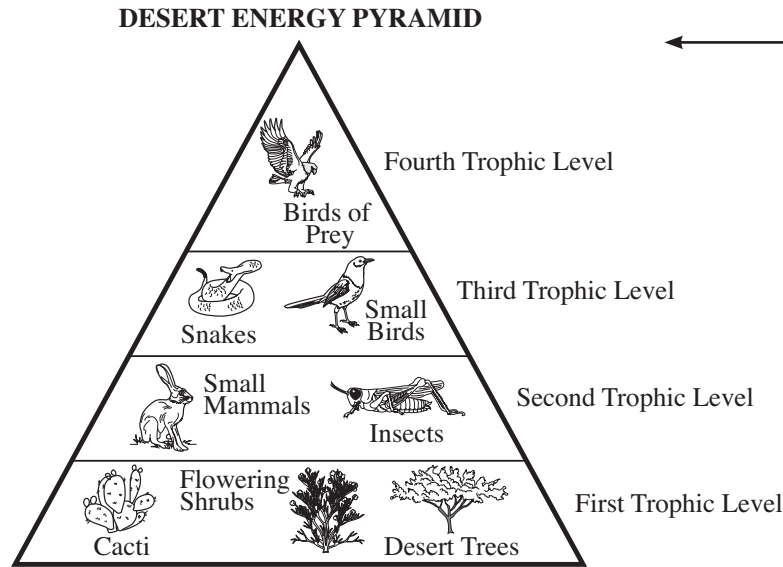
The graphic should be described as follows: A triangle-shaped pyramid titled "Desert Energy Pyramid." The pyramid is divided into four sections by horizontal lines. The bottom section is labeled "First Trophic Level" and contains cacti, flowering shrubs, and desert trees. The next higher section is labeled "Second Trophic Level" and contains small mammals and insects. The next higher section is labeled "Third Trophic Level" and contains snakes and small birds. The top section is labeled "Fourth Trophic Level" and contains birds of prey.

Which of the following **best** explains the difference in the amount of available energy in the trophic levels of the desert ecosystem?

Everything in this portion may be read aloud.

Example:

For questions 6, 7, and 8, refer to the following passage and illustration. ← Everything in this portion may be read aloud.

A cell membrane is composed of a double layer of lipids in which many kinds of proteins are embedded. Many of these proteins act like gates, allowing only certain particles to enter or leave the cell.

Particles
Carrier Protein
Cell Membrane
Protein
Lipid Layers
Protein
Energy (from ATP)

When a particle has to go against its concentration gradient through one of these gates, energy is supplied by the cell to the correct protein to move the particle through the membrane. A sodium-potassium ion pump is an example of a type of carrier protein that uses a large portion of the cell's energy to move sodium ions through the cell membrane.

6. The sodium-potassium ion pump found in some cell membranes is made of which of the following basic structural components? ← Everything in this portion may be read aloud.

Ⓐ amino acids

Ⓑ fatty acids

Ⓒ monosaccharides

Ⓓ nucleotides

7. What is a primary function of the cell membrane? ← Everything in this portion may be read aloud.

Ⓐ determining genetic traits

Ⓑ defending against foreign particles

Ⓒ breaking down proteins for energy

Ⓓ generating energy from mineral nutrients

8. Why does the study of cell membranes lead to a better understanding of cell funtion? ← Everything in this portion may be read aloud.

Ⓐ All cell functions occur in the cell membrane.

Ⓑ All energy transfers occur at the cell membrane.

Ⓒ All cell membranes contain the information for making proteins.

Ⓓ All materials needed for cell functions must pass through the cell membrane.

Appendix B: Florida Help Desk

Florida Help Desk

Questions related to 2023–2024 Florida Statewide Assessments may be directed to the Florida Help Desk. The Help Desk will be open Monday–Friday (except holidays) from 7:00 a.m. to 8:30 p.m., ET.

Florida Help Desk Contact Information

Toll-Free Phone Support: **866-815-7246**

Email Support: FloridaHelpDesk@CambiumAssessment.com

Emails to the Help Desk will be automatically logged and responded to within one working day (typically sooner). Urgent requests will be given priority. If you need immediate assistance, you may leave your cell phone number with the Help Desk for a return call as soon as possible. If you contact the Help Desk, you will be asked to provide as much detail as possible about the problem you encountered.

If contacting the Help Desk regarding a concern related to computer-based testing, please provide the following information:

- Test administrator name and IT/network contact person and contact information
- FLEID(s) or Result ID(s) of affected student(s)
    - **Do not send secure student information to the Help Desk via email.**
- Device, operating system, and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration:
    - Secure browser installation (to individual machines or network)
    - Wired or wireless Internet network setup

Supported Operating Systems

As a reminder, official technical support is provided only for the systems listed on the Supported Operating Systems and Devices page.

Appendix C: Paper-Based Materials Return Instructions

Introduction

This appendix contains instructions for preparing and packaging materials for return for the Fall/Winter 2023 administrations of the following Florida Statewide Assessments:

DRC

- FSA ELA Writing Retake
- FSA ELA Reading Retake
- FSA Algebra 1 EOC Retake
- FAST ELA Reading Retake
- B.E.S.T. Algebra 1 EOC
- B.E.S.T. Geometry EOC

Pearson

- Biology 1 EOC
- Civics EOC
- U.S. History EOC
- Florida Civic Literacy Exam (FCLE)

District assessment coordinators and school assessment coordinators should familiarize themselves with these instructions prior to preparing materials for return after any paper-based test administration. Note that the process for returning paper-based test materials to DRC differs from the materials return process to Pearson; the process for returning FSA Retake materials differs from the FAST and B.E.S.T subjects. Therefore, it is important to follow these instructions carefully.

For questions regarding return dates, please contact the Bureau of K–12 Student Assessment at 850-245-0513. Other questions regarding material returns may be directed to the Florida Help Desk at 866-815-7246 or FloridaHelpDesk@CambiumAssessment.com.

Prepare Materials for Return

Prepare materials according to the following instructions to ensure that student scores are accurately reported. **Incorrectly labeled or mispackaged materials may delay reporting of student results.**

1. **Verify that all secure materials have been collected.** District assessment coordinators must investigate immediately if any secure materials are missing.

2. **Follow the instructions below, based on subject, for inspecting secure materials.**

3. **Ensure each TO BE SCORED regular print test document has an accurate PreID label.**

   - If a test administrator notifies you that the FLEID or any other information is incorrect on a PreID label, you must first resolve the errors by correcting them in TIDE and then printing a new On-Demand PreID Label. To print PreID labels, follow the instructions in the *TIDE User Guide*. Apply the new PreID label directly over the incorrect label. Do **not** try to remove the incorrect label.

   - Remove any stray marks on the PreID label barcode.

   - Ensure that the PreID labels applied to special programs students' test documents indicate the correct district/school numbers. See the following *Special Programs* table for guidance.

Special Programs		
Program	**District Number**	**School Number**
FLVS Full Time K–5	71	0300
FLVS Full Time 6–8	71	0801
FLVS Full Time 9–12	71	0400
District Virtual Instruction Program (VIP)	Your district number	7001 or 7023
District Franchise of FLVS	Your district number	7004

Special Programs		
Program	**District Number**	**School Number**
Virtual Charter Schools	Your district number	Charter school number
Home Education	Your district number	9998
Family Empowerment Scholarship Program	Your district number	3900
Private School/Scholarship Students	Your district number	9900

4. **Prepare each document for scanning and identification resolution.**

   • Verify that each student has completed the required information on the front cover.

   • Remove any stray marks from the security number barcode.

   • Remove any stray planning sheets, periodic tables, or reference sheets from the test documents.

   • Do not review test content, student responses, or check through books for stray marks.

   • **Confirm that scorable tests have been entered into the Data Entry Interface (DEI) for the following subjects:**

     ▪ FAST ELA Reading Retake

     ▪ B.E.S.T. Algebra 1 EOC

     ▪ B.E.S.T. Geometry EOC

   All scorable FAST and B.E.S.T. regular print, large print, and one-item-per-page tests must be entered into the DEI for scoring. Any test and response books returned to DRC without being first recorded into the DEI will not be scored.

   Braille materials can be entered into the DEI locally or returned to DRC for transcription and entry into the DEI.

   • **Verify that the DNS/UNDO bubbles in the SCHOOL USE ONLY box are used appropriately for the following subjects:**

   DRC
   ▪ FSA ELA Writing Retake
   ▪ FSA ELA Reading Retake
   ▪ FSA Algebra 1 EOC Retake

   Pearson
   ▪ Biology 1 EOC
   ▪ Civics EOC
   ▪ U.S. History EOC
   ▪ Florida Civic Literacy Exam (FCLE)

   • **Verify that no DNS bubbles have been gridded by mistake.**
     ▪ If a DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble, and place the document with TO BE SCORED materials.

   • Grid the DNS bubble and place the document with TO BE SCORED materials if:
     ▪ a test has been invalidated for any of the reasons listed on pages 26–27 and at least one security seal on the test has been broken.

   • Grid the DNS bubble and place the document with NOT TO BE SCORED materials if:
     ▪ a test document has a PreID label applied and no security seals have been broken
     ▪ a test document is defective and has a PreID label applied

   • It is **not** necessary to grid the DNS bubble if a test document is defective and a PreID label has not been applied. Place the document with NOT TO BE SCORED materials.

5. **Separate materials into stacks, by contractor, as indicated by the DRC and Pearson Materials & Return Label Colors tables on pages 174–177.**

Materials do not need to be sorted by subject or special program if they require the same type of return label. For instance, all Biology 1, Civics, and U.S. History EOC TO BE SCORED regular print materials may be placed in the same box, unsorted, with a Pearson brown return label affixed.

Note: Secure test materials should never be destroyed (e.g., shredded, thrown in the trash), except for soiled documents as described in the *Hazardous Materials* section of the test administration manual.

Package Materials for Return

Package materials according to the following instructions to ensure that student scores are accurately reported. **Incorrectly labeled or mispackaged materials may delay reporting of student results.**

Place materials in boxes and apply the appropriate colored return labels on the boxes. Refer to the Materials and Return Label Color tables for the appropriate return label colors for TO BE SCORED and NOT TO BE SCORED materials for each contractor, organized by subject. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Boxes also must have a UPS-RS label applied. See the chart on page 178 for UPS label instructions.

If you need additional labels, the district assessment coordinator may request additional return labels through the *Place Additional Orders* page in TIDE. Do not copy or create your own labels.

Packaging Instructions for Returning Materials to DRC
TO BE SCORED Regular Print Test Documents ➢ FSA ELA Writing Retake, FSA ELA Reading Retake, & FSA Algebra 1 EOC Retake

1. **Place materials in DRC boxes:**

   Materials do not need to be sorted by subject or special program if they require the same type of return label. See label colors chart on pages 174–175 for DRC materials groupings.

   If <u>using</u> plastic return bags for DRC materials, place the bag in a DRC box. Then, add all TO BE SCORED regular print materials in the plastic return bags.

   - Place all materials facing in the same direction or divide the stack of materials into two halves with each half facing a different direction.
   - Do not alternate individual books in different directions.
   - Use the provided zip ties to securely close the bags.
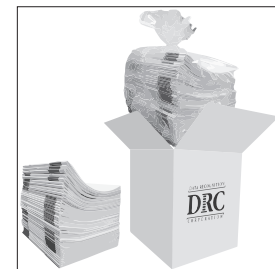
   If <u>not using</u> plastic return bags, place all TO BE SCORED regular print materials directly in DRC boxes. Use filler such as crumpled paper or bubble wrap to make sure the materials do not shift during transport, but do not use paper bands, rubber bands, or any other extra materials to separate documents.

   Tape the boxes securely using several strips of heavy-duty shipping tape.

2. **Affix the appropriate colored return label to the top of each box.** Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels).

Packaging Instructions for Returning Materials to DRC
TO BE SCORED Large Print and One-Item-Per-Page Test Documents ➢ FSA ELA Writing Retake, FSA ELA Reading Retake, & FSA Algebra 1 EOC Retake

1. **The person preparing the envelope should open each Special Document Return Envelope and verify that each envelope contains documents for one student only.**

   Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following large print or one-item-per-page test materials for each subject tested.

   Large Print Special Document Return Envelope Test Documents
   - Large Print Test Document
   - Regular Print Test and Answer Book with PreID label applied and answers transcribed

   One-Item-Per-Page Special Document Return Envelope Test Documents
   - One-Item-Per-Page Test Document
   - Regular Print Test and Answer Book with PreID label applied and answers transcribed
   - Regular Print Answer Book with PreID label applied and answers transcribed

2. **Verify the following on the large print, one-item-per-page, and associated regular print test documents:**

   - **Student name, school name, and district name are written on the large print and one-item-per-page test documents.**
   - **Student responses have been transcribed into the regular print test documents by the school or district assessment coordinator.** If student responses are not recorded properly, they may be in late reporting.
   - **Regular print test documents have the correct PreID labels applied.** Do not place PreID labels on the large print or one-item-per-page test documents. PreID labels must be applied to the regular print test documents. If the original regular print test document is damaged or used by another student, a replacement regular print test document (Form 1) must accompany the special document with a PreID label applied.
   - **DNS or DNS UNDO bubble is gridded, if necessary.** See page 24 for DNS guidelines.

3. **Verify that the student information is completed on the Special Document Return Envelope(s).** The space on the envelope marked "Student Envelope __ of __" should be used to number each student's envelopes 1 of *n*, 2 of *n*, etc., where *n* is the total number of envelopes for that student. Seal the envelope(s).

4. **Place the Special Document Return Envelopes containing TO BE SCORED large print and one-item-per-page materials in the boxes in which they arrived.** Do **not** return TO BE SCORED large print or one-item-per-page materials in the same boxes as TO BE SCORED regular print or braille materials. Mispackaged materials will delay reporting of student results.

5. **Affix a blue DRC TO BE SCORED return label to the top of each box.** Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels).

6. **Place NOT TO BE SCORED large print and one-item-per-page materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in DRC white-labeled boxes.** Place non-secure materials in the District Assessment Coordinator ONLY boxes or handle as directed by your district assessment coordinator.

Packaging Instructions for Returning Materials to DRC

TO BE SCORED Braille Test Documents
➢ FSA ELA Writing Retake, FSA ELA Reading Retake, & FSA Algebra 1 EOC Retake
➢ FAST ELA Reading Retake, B.E.S.T. Algebra 1 EOC, & B.E.S.T. Geometry EOC that **have not** been entered into the DEI

1. **The person preparing the envelope should open each Special Document Return Envelope and verify that each envelope contains documents for one student only.**

   Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following braille test materials for each subject tested:

   Return Braille Test Documents
   - Braille Answer Sheets containing student responses
   - Braille Test Books
   - Braille Testing Rules Acknowledgment Sheet
   - Regular Print Test Documents (with PreID label applied)

2. **Verify the following on the braille and associated regular print test documents:**

   - **Student name is included on the braille test books, braille answer sheets, and Testing Rules Acknowledgment Sheets.**
   - **Student responses are recorded on braille answer sheets or, if recorded for the student, in the regular print test documents. If student responses are not recorded properly, they may be in late reporting.**
   - **Regular print test documents have the correct PreID labels applied.** Do not place PreID labels on the braille test books. PreID labels must be applied to the regular print test documents. If the original regular print test document is damaged or used by another student, a replacement regular print test document (Form 1) must accompany the special document with a PreID label applied.
   - **DNS or DNS UNDO bubble is gridded, if necessary.** See page 24 for DNS guidelines.

3. **Verify that the student information is completed on the Special Document Return Envelope(s).** The space on the envelope marked "Student Envelope __ of __" should be used to number each student's envelopes 1 of *n*, 2 of *n*, etc., where *n* is the total number of envelopes for that student. Seal the envelope(s).

4. **Place the Special Document Return Envelopes containing TO BE SCORED braille materials in the boxes in which they arrived.** Do **not** return TO BE SCORED braille materials in the same boxes as TO BE SCORED regular print or large print and/or one-item-per-page materials. Mispackaged materials will delay reporting of student results.

5. **Affix a pink DRC TO BE SCORED return label to the top of the box.** Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels).

6. **Place NOT TO BE SCORED braille materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in DRC white- labeled boxes.** Place non-secure materials in the District Assessment Coordinator ONLY boxes or handle as directed by your district assessment coordinator.

Packaging Instructions for Returning Materials to DRC

NOT TO BE SCORED Materials
➢ FSA ELA Writing Retake, FSA ELA Reading Retake, & FSA Algebra 1 EOC Retake
➢ FAST ELA Reading Retake, B.E.S.T. Algebra 1 EOC & B.E.S.T. Geometry EOC that **have** been entered into the DEI

1. **Place all DRC NOT TO BE SCORED materials (unused non-preidentified documents and documents that should not be processed for scoring) in boxes.**

   • Include Braille Notes, passage booklets, audio passage transcripts, and NOT TO BE SCORED special document materials.
   • Include FAST and B.E.S.T. used and unused regular print, large print, and one-item-per-page test and response books.
   • Return bags should not be used for NOT TO BE SCORED materials.

2. **Affix a white DRC NOT TO BE SCORED return label for the correct administration (Fall or Winter) to the top of each box.** Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels).

Pearson

Packaging Instructions for Returning Materials to Pearson

TO BE SCORED Regular Print Test Documents
➢ Biology 1 EOC, Civics EOC, and U.S. History EOC

➢ FCLE

1. **Place materials in Pearson boxes:**

   Materials do not need to be sorted by subject or special program if they require the same type of return label. See label colors chart on pages 176–177 for Pearson materials groupings.

   • Place all TO BE SCORED regular print materials directly in Pearson boxes.
   • Use filler such as crumpled paper or bubble wrap to make sure the materials do not shift during transport.
   • Tape the boxes securely using several strips of heavy-duty shipping tape.

2. **Affix the appropriate colored return label to the top of each box in the square that reads "Apply return shipping label here" and number the boxes.**

   Boxes should be grouped by colored return label and then numbered. Do not mix boxes from different administrations (colored labels) together to number the boxes.

   Use the space on the labels marked BOX __ of __ to number the boxes 1 of *n*, 2 of *n*, where *n* is the school's total number of boxes with the same colored label.

Packaging Instructions for Returning Materials to Pearson
TO BE SCORED Large Print and One-Item-Per-Page Test Documents ➢ Science & Social Studies EOCs and FCLE

1. **The person preparing the envelope should open each Special Document Return Envelope and verify that each envelope contains documents for one student only.**

   Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following large print or one-item-per-page test materials for each subject tested.

   Large Print Special Document Return Envelope Test Documents
   - Large Print Test Document
   - Regular Print Test and Answer Book with PreID label applied and answers transcribed
   - For FCLE, include:
     ▪ Large Print Test Document
     ▪ Regular Print Test Book
     ▪ Regular Print Answer Book with PreID label applied and answers transcribed

   One-Item-Per-Page Special Document Return Envelope Test Documents
   - One-Item-Per-Page Test Document
   - Regular Print Test and Answer Book with PreID label applied and answers transcribed
   - For FCLE, include:
     ▪ One-Item-Per-Page Test Document
     ▪ Regular Print Test Book
     ▪ Regular Print Answer Book with PreID label applied and answers transcribed Regular Print Answer Book with PreID label applied and answers transcribed

2. **Verify the following on the large print, one-item-per-page, and associated regular print test documents:**

   - **Student name, school name, and district name are written on the large print and one-item-per-page test documents.**
   - **Student responses have been transcribed into the regular print test documents by the school or district assessment coordinator.** If student responses are not recorded properly, they may be in late reporting.
     ▪ **Regular print test documents have the correct PreID labels applied.** Do not place PreID labels on the large print or one-item-per-page test documents. PreID labels must be applied to the regular print test documents. If the original regular print test document is damaged or used by another student, a replacement regular print test document (Form 1) must accompany the special document with a PreID label applied.
   - **DNS or DNS UNDO bubble is gridded, if necessary.** See page 24 for DNS guidelines.

3. **Verify that the student information is completed on the Special Document Return Envelope(s).** The space on the envelope marked "Student Envelope __ of __" should be used to number each student's envelopes 1 of *n*, 2 of *n*, etc., where *n* is the total number of envelopes for that student. Seal the envelope(s).

Packaging Instructions for Returning Materials to Pearson

TO BE SCORED Large Print and One-Item-Per-Page Test Documents
➢ Science & Social Studies EOCs and FCLE

4. **Place the Special Document Return Envelopes containing TO BE SCORED large print and one-item-per-page materials in the boxes in which they arrived.** Do not return TO BE SCORED large print or one-item-per-page materials in the same boxes as TO BE SCORED regular print or braille materials. Mispackaged materials will delay reporting of student results.

5. **Affix a blue Pearson TO BE SCORED return label to the top of each box in the square that reads "Apply return shipping label here" and number the boxes.** Use the space on the labels marked BOX ___ of ___ to number the boxes 1 of *n*, 2 of *n*, where *n* is the school's total number of boxes with the same colored label.

6. **Place NOT TO BE SCORED large print and one-item-per-page materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in Pearson yellow-labeled boxes.** Place non-secure materials in the District Assessment Coordinator ONLY boxes or handle as directed by your district assessment coordinator.

TO BE SCORED Braille Test Documents
➢ Science & Social Studies EOCs and FCLE

1. **The person preparing the envelope should open each Special Document Return Envelope and verify that each envelope contains documents for one student only.**

   Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following braille test materials for each subject tested:

   Return Braille Test Documents
   - Braille Answer Sheets containing student responses
   - Braille Test Books
   - Braille Testing Rules Acknowledgment Sheet
   - Regular Print Test Documents (with PreID label applied)

2. **Verify the following on the braille and associated regular print test documents:**
   - **Student name is included on the braille test books, braille answer sheets, and Testing Rules Acknowledgment Sheets.**
   - **Student responses are recorded on braille answer sheets or, if recorded for the student, in the regular print test documents. If student responses are not recorded properly, they may be in late reporting.**
   - **Regular print test documents have the correct PreID labels applied. Do not place PreID labels on the braille test books.** PreID labels must be applied to the regular print test documents. If the original regular print test document is damaged or used by another student, a replacement regular print test document (Form 1) must accompany the special document with a PreID label applied.
   - **DNS or DNS UNDO bubble is gridded, if necessary.** See page 24 for DNS guidelines.

3. **Verify that the student information is completed on the Special Document Return Envelope(s).** The space on the envelope marked "Student Envelope __ of __" should be used to number each student's envelopes 1 of *n*, 2 of *n*, etc., where *n* is the total number of envelopes for that student. Seal the envelope(s).

Packaging Instructions for Returning Materials to Pearson
TO BE SCORED Braille Test Documents ➢ Science & Social Studies EOCs and FCLE

4. **Place the Special Document Return Envelopes containing TO BE SCORED braille materials in the boxes in which they arrived.** Do **not** return TO BE SCORED braille materials in the same boxes as TO BE SCORED regular print or large print and/or one-item-per-page materials. Mispackaged materials will delay reporting of student results.

5. **Affix a pink Pearson TO BE SCORED return label to the top of the box in the square that reads "Apply return shipping label here."** Boxes should be numbered.

6. **Place NOT TO BE SCORED braille materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in Pearson yellow-labeled boxes.** Place non-secure materials in the District Assessment Coordinator ONLY boxes or handle as directed by your district assessment coordinator.

NOT TO BE SCORED Materials ➢ Biology 1 EOC, Civics EOC, U.S. History EOC, and FCLE

1. **Place all Pearson NOT TO BE SCORED materials (unused non-preidentified documents and documents that should not be processed for scoring) in boxes.**

   • Include Braille Notes and NOT TO BE SCORED special document materials.

2. **Affix a yellow Pearson NOT TO BE SCORED return label for the correct administration (Fall or Winter) to the top of each box.** Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels).

Label Boxes for Return

Refer to the following tables for the appropriate return label colors and UPS-RS label for TO BE SCORED and NOT TO BE SCORED materials for each subject, organized by contractor.

If you need additional labels, the district assessment coordinator may request additional return labels through the *Place Additional Orders* page in TIDE. Do not copy or create your own labels.

DATA RECOGNITION
DRC
CORPORATION

DRC Materials and Return Label Colors		
Sample Label	**Subjects**	**Type of Materials**

PURPLE
 	
DRC – FALL 2023 FSA ELA RETAKE & ALGEBRA 1 RETAKE
SCHOOL: 77-9002   E
FROM: DEMO SCHOOL 9002   F
     325 WEST GAINES ST STE 401   L
     FLORIDA DEPARTMENT OF EDUCATION
     TALLAHASSEE, FL 32399-6533   3
     2
   TO: Data Recognition Corporation (DRC)   7
     8900 Wyoming Avenue N
     Brooklyn Park, MN 55445
 	
R51932720000001
TO BE SCORED
	FSA ELA Writing Retake
	
	FSA ELA Reading Retake
	
	FSA Algebra 1 EOC Retake
		TO BE SCORED
		Regular Print test documents
		
		• All used (security seal[s] broken) regular print test documents
		• Documents with DNS bubbles gridded that have at least one security seal broken

BLUE
 	
DRC – FALL 2023 FSA ELA RETAKE & ALGEBRA 1 RETAKE
SCHOOL: 77-9002   E
FROM: DEMO SCHOOL 9002   F
     325 WEST GAINES ST STE 401   L
     FLORIDA DEPARTMENT OF EDUCATION
     TALLAHASSEE, FL 32399-6533   3
     2
   TO: Data Recognition Corporation (DRC)   7
     8900 Wyoming Avenue N
     Brooklyn Park, MN 55445
 	
R51932740000001
To Be Scored – Large Print/One-Item-Per-Page
	FSA ELA Writing Retake
	
	FSA ELA Reading Retake
	
	FSA Algebra 1 EOC Retake
		TO BE SCORED
		Large Print and One-Item-Per-Page test materials

PINK – Fall Administration
 	
DRC – FALL 2023 FSA RETAKES, B.E.S.T. EOC & FAST PM1
SCHOOL: 77-9002   E
FROM: DEMO SCHOOL 9002   F
     325 WEST GAINES ST STE 401   L
     FLORIDA DEPARTMENT OF EDUCATION
     TALLAHASSEE, FL 32399-6533   3
     2
   TO: Data Recognition Corporation (DRC)   7
     8900 Wyoming Avenue N
     Brooklyn Park, MN 55445
 	
R51932730000001
To Be Scored – Braille
	FSA ELA Writing Retake
	
	FSA ELA Reading Retake
	
	FSA Algebra 1 EOC Retake
	
	B.E.S.T. Algebra 1 EOC*
	
	B.E.S.T. Geometry EOC*
	
	FAST ELA Reading Retake*
		TO BE SCORED
		Braille test materials
		
		*Return as TO BE SCORED if the Braille materials have <u>not</u> been entered into the DEI.

DRC Materials and Return Label Colors		
Sample Label	**Subjects**	**Type of Materials**
PINK – Winter Administration **DRC – WINTER 2023 B.E.S.T. EOC & FAST PM2** **SCHOOL: 77-9002**　　　　　　**E** FROM:　DEMO SCHOOL 9002　　　**F** 　　　　325 WEST GAINES ST STE 401　**L** 　　　　FLORIDA DEPARTMENT OF EDUCATION 　　　　TALLAHASSEE, FL 32399-6533　**3** 　　　　　　　　　　　　　　　　　**2** 　　　TO:　Data Recognition Corporation (DRC)　**8** 　　　　　8900 Wyoming Avenue N 　　　　　Brooklyn Park, MN 55445 R51932830000001 **To Be Scored – Braille**	B.E.S.T. Algebra 1 EOC B.E.S.T. Geometry EOC FAST ELA Reading Retake	**TO BE SCORED** **Braille test materials** Braille materials that have <u>not</u> been entered into the DEI.
WHITE – Fall Administration **DRC – FALL 2023 FSA RETAKES, B.E.S.T. EOC & FAST PM1** **SCHOOL: 77-9002** FROM:　DEMO SCHOOL 9002　　　**E** 　　　　325 WEST GAINES ST STE 401　**F** 　　　　FLORIDA DEPARTMENT OF EDUCATION　**L** 　　　　TALLAHASSEE, FL 32399-6533 　　　　　　　　　　　　　　　　**3** 　　　　　　　　　　　　　　　　**2** 　　　TO:　Data Recognition Corporation (DRC)　**7** 　　　　　8900 Wyoming Avenue N 　　　　　Brooklyn Park, MN 55445 R51932710000001 **NOT TO BE SCORED** **WHITE – Winter Administration** **DRC – WINTER 2023 B.E.S.T. EOC & FAST PM2** **SCHOOL: 77-9002** FROM:　DEMO SCHOOL 9002　　　**E** 　　　　325 WEST GAINES ST STE 401　**F** 　　　　FLORIDA DEPARTMENT OF EDUCATION　**L** 　　　　TALLAHASSEE, FL 32399-6533 　　　　　　　　　　　　　　　　**3** 　　　　　　　　　　　　　　　　**2** 　　　TO:　Data Recognition Corporation (DRC)　**8** 　　　　　8900 Wyoming Avenue N 　　　　　Brooklyn Park, MN 55445 R51932810000001 **NOT TO BE SCORED**	FSA ELA Writing Retake FSA ELA Reading Retake FSA Algebra 1 EOC Retake B.E.S.T. Algebra 1 EOC B.E.S.T. Geometry EOC FAST ELA Reading Retake	**NOT TO BE SCORED materials** **FSA Retake** • Unused (no security seals broken) regular print test documents • Unused (no security seals broken) test documents with PreID labels applied (bubble DNS) • Passage booklets and audio passage transcripts **FAST and B.E.S.T.** • All regular print, large print, and one-item-per-page FAST and B.E.S.T. test and response books, used and unused • Braille materials that <u>have been</u> entered into the DEI

Pearson

Pearson Materials and Return Label Colors		
Sample Label	**Subjects**	**Type of Materials**
BROWN FL000015485 S-00001 DIST:_____DIST #: _____ DIST: BOX_____OF_____ SCH:_____SCH #: _____ SCH: BOX_____OF_____ PEARSON-TO BE SCORED EOC PEARSON 9200 EARHART LANE SW CEDAR RAPIDS, IA 52404-9078 FL FALL 23: Biology 1, Civics, U.S. History 620-360-001 ANS	Biology 1 EOC Civics EOC U.S. History EOC	**TO BE SCORED** **Regular Print test documents** • All used (security seal[s] broken) regular print test documents • Documents with DNS bubbles gridded that have at least one security seal broken
GREEN 00000 DIST:_____DIST #: _____ DIST: BOX_____OF_____ SCH:_____SCH #: _____ SCH: BOX_____OF_____ PEARSON-TO BE SCORED FCLE PEARSON 9200 EARHART LANE SW CEDAR RAPIDS, IA 52404-9078 FL WNTR 23: K-12 FCLE 620-852-001 ANS	Florida Civic Literacy Exam (FCLE)	**TO BE SCORED** • Used answer books
BLUE – EOCs FL000015488 S-00001 DIST:_____DIST #: _____ DIST: BOX_____OF_____ SCH:_____SCH #: _____ SCH: BOX_____OF_____ PEARSON-LP/OIPP TO BE SCORED PEARSON 9200 EARHART LANE SW CEDAR RAPIDS, IA 52404-9078 FL FALL 23: Biology 1, Civics, U.S. History 620-360-003 ANS **BLUE – FCLE** 00000 DIST:_____DIST #: _____ DIST: BOX_____OF_____ SCH:_____SCH #: _____ SCH: BOX_____OF_____ PEARSON-LP/OIPP TO BE SCORED PEARSON 9200 EARHART LANE SW CEDAR RAPIDS, IA 52404-9078 FL WNTR 23: K-12 FCLE 620-852-003 ANS	Biology 1 EOC Civics EOC U.S. History EOC Florida Civic Literacy Exam (FCLE)	**TO BE SCORED** **Large Print and One-Item-Per-Page test materials**

Pearson Materials and Return Label Colors		
Sample Label	**Subjects**	**Type of Materials**
PINK – EOCs FL000015487 S-00001 DIST:_____DIST #: _____ DIST: BOX_____OF_____ SCH:_____SCH #: _____ SCH: BOX_____OF_____ PEARSON-BRAILLE TO BE SCORED PEARSON 9200 EARHART LANE SW CEDAR RAPIDS, IA 52404-9078 FL FALL 23: Biology 1, Civics, U.S. History 620-360-005 ANS **PINK – FCLE** 00000 DIST:_____DIST #: _____ DIST: BOX_____OF_____ SCH:_____SCH #: _____ SCH: BOX_____OF_____ PEARSON-BRAILLE TO BE SCORED PEARSON 9200 EARHART LANE SW CEDAR RAPIDS, IA 52404-9078 FL WNTR 23: K-12 FCLE 620-852-005 ANS	Biology 1 EOC Civics EOC U.S. History EOC Florida Civic Literacy Exam (FCLE)	**TO BE SCORED** **Braille test materials**
YELLOW – EOCs FL000015486 S-00001 DIST:_____DIST #: _____ DIST: BOX_____OF_____ SCH:_____SCH #: _____ SCH: BOX_____OF_____ PEARSON-NOT TO BE SCORED PEARSON 7405 IRISH DRIVE SW CEDAR RAPIDS, IA 52404-8964 FL FALL 23: Biology 1, Civics, U.S. History 620-360-002 SEC **YELLOW – FCLE** 00000 DIST:_____DIST #: _____ DIST: BOX_____OF_____ SCH:_____SCH #: _____ SCH: BOX_____OF_____ PEARSON-NOT TO BE SCORED PEARSON 7405 IRISH DRIVE SW CEDAR RAPIDS, IA 52404-8964 FL WNTR 23: K-12 FCLE 620-852-002 SEC	Biology 1 EOC Civics EOC U.S. History EOC Florida Civic Literacy Exam (FCLE)	**NOT TO BE SCORED materials** • All unused materials • Braille, used and defective that should not be scored • FCLE Test Books used and unused • Unused FCLE answer books

Ensure that the appropriate **colored return label** is applied to boxes. Place the correct **UPS-RS** label for the document type on each box as indicated on the box diagram graphic below.
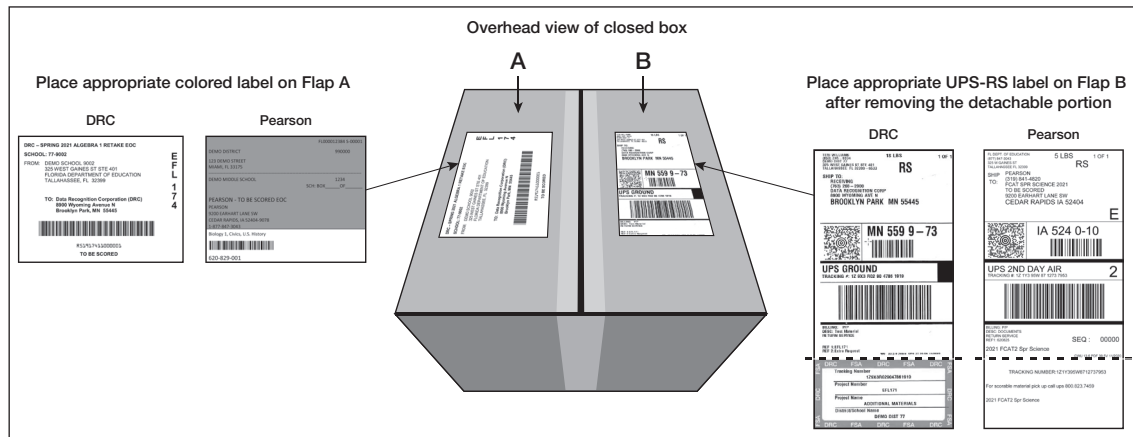
UPS-RS Return Labels

All districts will be shipped UPS-RS labels. Contact the Florida Help Desk to request additional UPS-RS labels, as needed.

1. Affix a DRC or Pearson UPS-RS label to the top of each box, in addition to the appropriate colored return label, making sure that it is not applied across the box flap seam. Do not send any boxes via UPS without a UPS-RS label. Use the chart below to determine which UPS label to use based on the colored return label.

2. Keep records of the detachable tracking number located at the bottom of the label (see sample on the following page). DRC's detachable receipt has a pink border for easy distinction. The UPS-RS number is also located directly above the barcode in the middle of the shipping label. These tracking numbers may need to be provided to the contractor if requested.

Fall/Winter 2023 Administration		
UPS-RS Labels	**DRC**	**Pearson**
GROUND	Purple or White	Yellow
NEXT DAY AIR	Blue or Pink (Fall)	Brown, Green, Blue, or Pink
2ND DAY AIR	Pink (Winter)	N/A

Sample DRC UPS-RS Labels	Sample Pearson UPS-RS Labels

Sample DRC UPS-RS Label:

TERI WILLIAMS
(850) 245—0804
DEMO DIST 77
325 WEST GAINES ST STE 401
TALLAHASSEE FL 32399 – 6533

18 LBS   8 OF 8
RS

SHIP TO:
RECEIVING
(763) 268 – 2000
DRC 295 FL
7303 BOONE AVE N
BROOKLYN PARK   MN 55428

MN 559 9 – 65

UPS GROUND
TRACKING #: 1Z 9X3 R02 90 4625 6932

BILLING: P/P
DESC: Test Material
RETURN SERVICE

REF 1:EFL295
REF 2:Extra Request   W6 26.0.7 Zebra UPS ZT 23.0A 06/2022

DRC FSA DRC FSA DRC
Tracking Number
1Z9X3R029046256932
Project Name
Additional Materials
UPS Returns
866 – 857 – 1501 or UPS.com/us
District/School Name
DEMO DIST 77
DRC FSA DRC FSA DRC

Sample Pearson UPS-RS Label:

FL STATEWIDE
(877) 847-3043
FL DOE
325 W GAINES ST
TALLAHASSEE FL 32399

5 LBS   1 OF 1
RS

SHIP TO:
PEARSON
(319) 450-0263
TO BE SCORED
9200 EARHART LANE SW
CEDAR RAPIDS IA 52404

E

IA 524 0-10

UPS NEXT DAY AIR   1
TRACKING #: 1Z 1Y3 95W 84 1427 6186

BILLING: P/P
DESC: DOCUMENTS
RETURN SERVICE
REF1: 620837   SEQ :   00000

FL FALL 23
918.A.000 PDF 48.5V 10/2021

TRACKING NUMBER:1Z1Y395W8414276186

For pick up have your UPS label and call 800.823.7459

Retain bottom tab for your tracking purposes.

Return Materials to Contractor

FDOE will communicate return dates for each administration. District assessment coordinators will also receive return notifications through email. All materials must be returned by established return dates.

Return TO BE SCORED special documents (e.g., large print, braille, one-item-per-page) on the same date as all other TO BE SCORED materials. Do not package special documents with regular print TO BE SCORED materials.

NOT TO BE SCORED test documents and other secure NOT TO BE SCORED materials (e.g., FSA ELA Writing Retake Passage Booklets, FSA ELA Reading Retake Passage Booklets) should be returned no later than the established return date.

If necessary, district assessment coordinators may request additional return labels and shipping boxes through the *Place Additional Orders* page in TIDE.

Follow the UPS Return Instructions on the following page to return your materials.

If you encounter difficulties with these shipping procedures, please contact the Florida Help Desk at 866-815-7246 or FloridaHelpDesk@CambiumAssessment.com. Designate a person to be available at the pickup site on the scheduled dates. For questions regarding return dates or materials return, please contact the Bureau of K–12 Student Assessment at 850-245-0513.

UPS Return Instructions

You may return your NOT TO BE SCORED materials with your TO BE SCORED materials, or you may call UPS to arrange a separate pickup.

Remove the detachable receipt from the bottom of your UPS labels and retain for your records. Note the contents of the box and the UPS shipping number associated with those materials.

You may return your UPS materials the following ways:

- **Drop Off:** Take your materials to a UPS Customer Center or Store. Materials taken to a UPS Customer Center or Store <u>must be dropped off by the location's posted "UPS Pickup" time on the specified return date</u> to be considered an on-time return.
- **Daily Pickup:** Return with your daily on-route pickup. If you have more than 10 boxes, contact UPS to ensure the driver is properly equipped.
- **Schedule Online:** Schedule a pickup at **www.ups.com/us**, then click on Shipping > Schedule a Pickup.
  - **Separate pickups must be scheduled for DRC and Pearson returns.**
    - The same pickup date and time can be used for both vendors.
    - Document the number of boxes per vendor and apply the correct UPS-RS labels to each box.
- **Schedule by Phone:** Schedule a pickup by calling UPS at the appropriate vendor number below. Do **not** call the UPS general pickup number found on the UPS website.
  - **Separate pickups must be scheduled for DRC and Pearson returns.**
  - Schedule your pickup date and time at least 24 hours in advance.
  - There is not a charge for these services.

UPS to DRC	UPS to Pearson
Call: 1-866-857-1501	Call: 1-800-823-7459
Advise UPS that you have a pickup for Data Recognition Corporation using UPS-RS labels.	Advise UPS that you have a pickup for Pearson using UPS-RS labels.

Secure Material Tracking Reports

Secure Material Tracking Reports (SMTR) available in TIDE to assist school and district assessment coordinators with tracking the return of materials. The SMTR tracks all secure materials returned to DRC (test materials with security barcodes) and all secure test documents returned to Pearson. The purpose of these reports is to identify—before student score reports are received—any discrepancies that may exist between a district's records of what was returned and the contractor's records of what was received. Secure TO BE SCORED materials will be tracked as they are scanned by the contractor.

DRC's SMTR report can also be loaded into a district database for tracking security numbers. DRC's SMTR reports will be posted daily in TIDE and will be available the week districts receive their first secure material shipment. Pearson's SMTR reports will be posted as districts start to return their materials. The SMTR can be found in the After Testing section in TIDE. Reports can be found in the Track Documents panel of the ***Secure Material Tracking Reports*** page. More information and detailed descriptions of the report fields can be found in the *TIDE User Guide* available on the Florida Statewide Assessments Portal.

Prepare District Assessment Coordinator ONLY Boxes

1. Place the following materials, as applicable per administration, in the District Assessment Coordinator ONLY boxes (along with any other ancillary materials, such as test tickets, that your district assessment coordinator has asked you to place in these boxes):

    *   Original required administration information
    *   Original Security Logs
    *   Original seating charts
    *   Original *Test Materials Chain of Custody Forms*
    *   Used planning sheets (paper-based and computer-based FSA ELA Writing Retake)
    *   Used CBT Worksheets
    *   Used CBT Work Folders
    *   Used large print planning sheets (paper-based and computer-based FSA ELA Writing Retake)
    *   Used reference sheets
    *   Used periodic tables

    Please note that secure test materials (e.g., FSA ELA Writing and FSA ELA Reading Retake Passage booklets, audio transcripts) must **not** be placed in these boxes.

2. Review the required administration information. District assessment coordinators must notify FDOE if any secure materials are missing. A form for reporting missing materials is available on the portal. Complete the necessary investigation and file the records.

3. Seal the box; write "District Assessment Coordinator ONLY" on the side of the boxes.

4. Store these materials in a secure location. After results for this administration have been reported, districts may choose to recycle or destroy these materials, except for the required administration information and Security Logs.

Appendix D: Florida Test Security Statutes and Rule

Florida Test Security Statutes

1008.23 Confidentiality of assessment instruments.

(1) All examination and assessment instruments, including developmental materials and workpapers directly related thereto, which are prepared, prescribed, or administered pursuant to ss. 1002.69, 1003.52, 1003.56, 1007.25, 1007.35, 1008.22, 1008.25, and 1012.56 shall be confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution. Provisions governing access, maintenance, and destruction of such instruments and related materials shall be prescribed by rules of the State Board of Education.

(2)   (a) All examination and assessment instruments, including developmental materials and workpapers directly related thereto, which are prepared, prescribed, or administered by a Florida College System institution, a state university, or the Department of Education shall be confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution.

      (b) Provisions governing access, maintenance, and destruction of the instruments and related materials identified under paragraph (a) shall be prescribed by rules of the State Board of Education and regulations of the Board of Governors, respectively.

(3) This section is subject to the Open Government Sunset Review Act in accordance with s. 119.15 and shall stand repealed on October 2, 2026, unless reviewed and saved from repeal through reenactment by the Legislature.

History.—s. 369, ch. 2002-387; s. 56, ch. 2013-35; s. 1, ch. 2021-81.

1008.24 Test administration and security; public records exemption.

(1) A person may not knowingly and willfully violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators, or applicants for certification or administered by school districts pursuant to ss. 1002.69, 1003.52, 1003.56, 1007.25, 1007.35, 1008.22, 1008.25, and 1012.56, or, with respect to any such test, knowingly and willfully to:

    (a) Give examinees access to test questions prior to testing;

    (b) Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;

    (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;

    (d) Make answer keys available to examinees;

    (e) Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;

    (f) Fail to follow test administration directions specified in the test administration manuals; or

    (g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.

(2) Any person who violates this section commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083.

(3)   (a) A school district may contract with qualified contractors to administer and proctor statewide, standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, as approved by the Department of Education in accordance with rules of the State Board of Education. Assessments may be administered or proctored by qualified contractors at sites that meet criteria established by rules of the State Board of Education and adopted pursuant to ss. 120.536(1) and 120.54 to implement the contracting requirements of this subsection.

(b) A school district may use district employees, such as education paraprofessionals as described in s. 1012.37, to administer and proctor statewide, standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, in accordance with this section and related rules adopted by the State Board of Education. The rules must establish training requirements that must be successfully completed by district employees prior to the employees performing duties pursuant this paragraph.

(4) (a) A district school superintendent, a president of a public postsecondary educational institution, or a president of a nonpublic postsecondary educational institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

(b) The identity of a school or postsecondary educational institution, personal identifying information of any personnel of any school district or postsecondary educational institution, or any specific allegations of misconduct obtained or reported pursuant to an investigation conducted by the Department of Education of a testing impropriety are confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution until the conclusion of the investigation or until such time as the investigation ceases to be active. For the purpose of this paragraph, an investigation is deemed concluded upon a finding that no impropriety has occurred, upon the conclusion of any resulting preliminary investigation pursuant to s. 1012.796, upon the completion of any resulting investigation by a law enforcement agency, or upon the referral of the matter to an employer who has the authority to take disciplinary action against an individual who is suspected of a testing impropriety. For the purpose of this paragraph, an investigation is considered active so long as it is ongoing and there is a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future.

(5) Exceptional students with disabilities, as defined in s. 1003.01(9), shall have access to testing sites. The Department of Education and each school district shall adopt policies that are necessary to ensure such access.

Florida State Board of Education Test Security Rule

6A-10.042 Test Administration and Security.

(1) Tests implemented in accordance with the requirements of Sections 1002.69, 1003.52, 1003.56, 1007.25, 1007.35, 1008.22, 1008.25, 1008.30, 1012.55 and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

    (a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

    (b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

    (c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

    (d) Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

    (e) Examinees shall not be given answer keys by any person.

    (f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.

    (g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

    (h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

    (i) In accordance with Section 1008.24, F.S., a school district may use district employees, such as education paraprofessionals as described in Section 1012.37, F.S., to administer and proctor statewide, standardized assessments required under Section 1008.22, F.S. All test administrators and proctors for the statewide assessments administered pursuant to Rule 6A-1.09422, F.A.C., must complete training requirements outlined in *Training Requirements for Administering and Proctoring the Statewide Assessments*, 2015, (http://www.flrules.org/Gateway/reference.asp?No=Ref-06180) incorporated herein by reference. A copy may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

    (a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

    (b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

(5) School districts and public educational institutions under Section 1003.49, F.S., may contract with third-party contractors to administer and proctor statewide standardized assessments required under Section 1008.22, F.S., or assessments associated with Florida approved courses under Section 1003.499, F.S.

(a) School districts and educational institutions must require the contractor to provide a safe and comfortable facility that does not interfere with a student's ability to demonstrate mastery on the tests.

(b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation to provide access to statewide testing for Florida Virtual School or virtual charter school students pursuant to Sections 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.

(c) The contractor must adhere to all test administration and security protocols as prescribed by the Department pursuant to Section 120.81(1)(c), F.S., and shall be subject to all provisions of this rule.

(d) The contractor must not collect nor maintain any student's personally-identifiable information beyond that required for test administration.

(e) All technology used to administer computer-based tests must meet assessment technology guidelines and online test security requirements as prescribed by the Department pursuant to Section 120.81(1)(c), F.S.

Appendix E: Forms and Signs

2023–2024 Test Administration and Security Agreement

Florida State Board of Education Rule 6A-10.042, Florida Administrative Code, Test Administration and Security, was developed to meet the requirements of the Test Security Statutes, section 1008.23, Florida Statutes, Confidentiality of assessment instruments, and section 1008.24, Florida Statutes, Test administration and security; public records exemption, and applies to anyone involved in the administration of a statewide assessment. The Rule prohibits activities that may threaten the integrity of any assessment required by Florida law, as described in the Rule. The Florida Test Security Statutes and State Board of Education Rule are located in the appendices of each test administration manual. Examples of prohibited activities are listed below:

- Reading or viewing the passages or test items
- Revealing the passages or test items
- Copying the passages or test items
- Explaining or reading passages or test items for students
- Changing or otherwise interfering with student responses to test items
- Copying or reading student responses
- Causing achievement of schools to be inaccurately measured or reported

Some allowable accommodations for ELLs, recently exited ELLs, or students with current IEPs or Section 504 Plans require test administrators to view test content or transcribe student responses. Test administrators are permitted to provide the accommodation(s) following the instructions provided by the department.

All personnel are prohibited from examining or copying the test items and/or the contents of the test. The security of all test content must be maintained before, during, and after each test administration.

Inappropriate actions by district or school personnel will result in further investigation, possible loss of teaching certification, and possible involvement of law enforcement agencies.

I understand that I must receive appropriate training regarding the administration of statewide assessments and must read the information and instructions provided in all applicable sections of the relevant test administration manual, including the Florida Test Security Statutes and State Board of Education Rule. I agree to follow all test administration and security procedures, applicable to my role, outlined in the manual, Statutes, and Rule.

Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of statewide assessments or cause student achievement to be inaccurately represented.

_____   _____

School Name and Number   *Print Name*

_____   _____

Date   *Signature*

Bureau of K–12 Student Assessment
Florida Department of Education, 2023

2023–2024 Test Administrator Prohibited Activities Agreement

It is important for you, as a test administrator of Florida statewide assessments, to know that the following activities are prohibited. Engaging in such activities may result in an investigation, loss of teaching certification, and/or prosecution for violation of the law. Please read the following list of prohibited activities and sign your name on the signature line at the bottom of this page indicating that you understand these actions and their consequences.

I understand that before testing I may not:

■ Leave test materials unattended
■ Remove test materials from the school's campus
■ Open and check through the test books
■ Read test items or passages
■ Copy, photocopy, scan, photograph, or record test content

I understand that during testing (including during breaks) I may not:

■ Read test items as I monitor the room (except when providing allowable accommodations, as described in the *2023–2024 Statewide Assessments Accommodations Guide*)
■ Read student responses or materials (e.g., work folders, planning sheets) as I monitor the room
■ Monitor students for use of testing strategies
■ Coach students during testing regarding test-taking strategies
■ Discuss the content of the test with anyone, including students or other school personnel
■ Assist students in answering test items
■ Give students verbal cues ("you may want to re-check number 7") or non-verbal cues (pointing at a specific item)
■ Give students more time than is allotted for the session (except when providing allowable accommodations, as described in the *2023–2024 Statewide Assessments Accommodations Guide*)
■ Encourage students to finish early
■ Display or fail to cover visual aids (e.g., word lists, multiplication tables) that may help students
■ Use my cell phone or other electronic device (except to monitor student progress or to contact the school assessment coordinator or technology coordinator in case of a technical issue or emergency), check email, grade papers, or engage in other activities that will result in my attention not being on students at all times
■ Leave the room unattended for any period of time
■ Allow students to talk or cause disturbances
■ Allow students to use cell phones or other electronic devices, even if they have already finished their tests
■ Instruct students to test in a session other than the one designated for that day/allotted testing time (going on to Session 2 during Session 1, reviewing work in Session 1 during Session 2)
■ Administer the assessment to my family members

I understand that after testing I may not:

■ Leave test materials unattended
■ Remove test materials from the school's campus
■ Read through student test documents or responses
■ Change student answers
■ Discuss the content of the test with anyone, including students or other school personnel
■ Reveal the content of the test via electronic communication, including but not limited to email, text, or posting to social media (e.g., Facebook, Twitter, Instagram)

If you are administering a test to students with flexible responding or flexible presentation accommodations that require you to read test items, you may not reveal, copy, or share the items, or use the test content during instruction after testing.

I acknowledge the information above and will not engage in any of the prohibited activities on this page.

Print Name: _____

Signature: _____ Date: _____

Return this agreement to your school assessment coordinator.

Test Materials Chain of Custody Form

The following information must be collected for each test administration at your school to track secure materials with security barcodes. This form may be duplicated for use by grade level and/or maintained as an electronic file, but the content of this form may **not** be altered.

Contact your district assessment coordinator if you have any questions.

Your name (school assessment coordinator): _____

District name: _____

School name: _____

School number: _____

Location of locked storage room: _____

Names of people with access to locked storage room/location:

1. _____

2. _____

3. _____

Assessment(s) (e.g., FSA ELA Writing Retake, Biology 1 EOC, FCLE): _____

_____

Date and time materials arrived at the school: _____

Date and time shrink-wrapped test material packages are opened: _____

Packages opened by: _____

Date and time materials are prepared (e.g., PreID labels applied): _____

Materials prepared by: _____

Date and time materials are packaged for return: _____

Materials packaged by: _____

Date and time materials are returned/shipped: _____

Bureau of K–12 Student Assessment
Florida Department of Education, 2023

SECURITY LOG
Fall/Winter 2023 Florida Statewide Assessments

District: _____ School: _____ Test Administrator: _____

Room Number: _____ Subject/Grade: _____ Session ID/Test Group Code (if applicable): _____

Personnel in the testing room for **any** length of time must complete this log when entering and exiting the room. Please be sure to indicate your role or purpose for being in the testing room (e.g., proctor, test administrator, principal observation, technology issue).

Date	Session 1	Session 2	Time In	Time Out	Role/Purpose in the Room	Print Name	Signature

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ADMINISTRATION RECORD/SECURITY CHECKLIST
Fall/Winter 2023 Florida Statewide Assessments

Subject: _____   School Name/Number: _____

Test Administrator: _____   Date: _____   Session ID/Test Group Code (if applicable): _____

Security Number	Grade Level	Student Last Name	Student First Name	FLEID	Attendance*	Accommodations Provided**	Accommodations Used**	Time Test Administrator Received Secure Test Materials: _____ Test Administrator Signature:	Time Secure Test Materials Returned to School Assessment Coordinator: _____ School Assessment Coordinator Signature:

* **Attendance Codes:** P = Present   A = Absent   W = Withdrawn   P/I = Present but Invalidated

** **Accommodations Codes for ESE/504:** 1-FP = Flexible Presentation; 1-FR = Flexible Responding; 1-FSC = Flexible Scheduling; 1-FSE = Flexible Setting; 1-AD = Assistive Devices

Accommodations Codes for ELL: 2-FSC = Flexible Scheduling; 2-FSE = Flexible Setting; 2-AHL = Assistance in Heritage Language; 2-ADI = Approved Dictionary

Fall/Winter 2023 Florida Statewide Assessments

Test Administrator Checklist

Before Testing:

☐ Read the test administration manual, the *Test Administrator User Guide*, and any local directions you have been given, and resolve any questions with your school assessment coordinator.

☐ If you are administering tests to students using computer-based accommodations, familiarize yourself with the appropriate scripts and instructions prior to test administration available on the Florida Statewide Assessments Portal, as well as with the accommodations information in the *2023–2024 Statewide Assessments Accommodations Guide*.

☐ Read the *Fall/Winter 2023 Test Security Policies and Procedures* section in the manual for the test(s) you are administering, as well as the Test Security Statutes and Rule (located in Appendix D), then sign the *2023–2024 Test Administration and Security Agreement*.

☐ Read and sign the *2023–2024 Test Administrator Prohibited Activities Agreement*.

☐ Conduct computer-based practice test sessions as described on page 28 to familiarize yourself and your students with the testing platform/format.

☐ Establish an appropriate setting for test administration and remove or cover any unauthorized aids in the testing room.

☐ Ensure that you understand the process for recording required administration information during testing.

☐ Prepare a Security Log and a seating chart to be used in your testing room.

☐ If not provided by your school assessment coordinator, make copies of the Do Not Disturb sign, the Session signs, the No Calculators sign (if applicable), and the Electronic Devices sign to post prior to testing.

☐ Assemble all materials needed for test administration.

☐ Ensure that students and their parents/guardians understand policies regarding electronic devices, leaving campus during testing, the Testing Rules Acknowledgment, and discussing test content after testing.

☐ If you are administering tests to students who require accommodations, discuss with your school assessment coordinator how accommodations will be provided and familiarize yourself with the accommodations information in the *2023–2024 Statewide Assessments Accommodations Guide*.

☐ **For CBT only:**
  • Ensure that you understand how to create, monitor, and stop test sessions in the TA Interface.

☐ **For PBT only:**
  • For applicable assessments, receive your test group code(s) from your school assessment coordinator.

During Testing:

☐ Keep time and maintain your seating chart and required administration information. On the seating chart, indicate which direction students are facing in the room with arrows.

☐ Ensure that proctors and anyone who enters your room for any length of time sign the Security Log for your testing room.

☐ Administer the test according to the directions in the appropriate administration script(s) and read the SAY boxes **verbatim** to students.

☐ Report any test irregularities or technical issues to your school assessment coordinator immediately.

After Testing:

☐ Verify that you have collected all required administration information, including accommodations provided to students and accommodations used by each student.

☐ Report any missing materials (e.g., test tickets, used Writing Planning Sheets, used reference sheets, used CBT Worksheets, used CBT Work Folders, FSA ELA Writing Retake or FSA ELA Reading Retake Passage Booklets, test and answer books) to your school assessment coordinator immediately.

☐ Verify that your seating chart and Security Log have been completed correctly. Ensure seating charts indicate which direction each student is facing.

☐ Organize test materials and return them to your school assessment coordinator.

☐ **For PBT only:**

- Inspect the **front cover** of test documents and verify that each student has completed the required information. If applicable, remove any stray papers (e.g., planning sheets, reference sheets, periodic tables) from test documents. **Do not** review test content or student responses.
- Check to make sure DNS bubbles have not been gridded by mistake and that DNS bubbles are gridded on invalidated or defective test documents.

Fall/Winter 2023 Florida Statewide Assessments

School Assessment Coordinator Checklist

Before Testing:

☐ Carefully read the test administration manual and the following, as applicable, and resolve any questions you might have with your district assessment coordinator (all resources are available on the [Florida Statewide Assessments Portal](#)):
- Scripts and instructions for administering accommodations
- *[Test Administrator User Guide](#)*
- *[TIDE User Guide](#)*
- *[2023–2024 Statewide Assessments Accommodations Guide](#)*
- *[AVA User Guide](#)*
- *[Data Entry Interface User Guide](#)*
- Any local directions you have been given

☐ Read the *Fall/Winter 2023 Test Security Policies and Procedures* in the manual, then sign the *[2023–2024 Test Administration and Security Agreement](#)*.

☐ Ensure that test administrators read the test administration manual and the *[Test Administrator User Guide](#)*. Those administering computer-based accommodations must read the appropriate scripts and instructions for administering these tests. Scripts and instructions for administering computer-based accommodations are available on the [portal](#).

☐ Train your test administrators and proctors and ensure that they, as well as all school administrators, sign a *[2023–2024 Test Administration and Security Agreement](#)*. Also ensure that test administrators sign a *[2023–2024 Test Administrator Prohibited Activities Agreement](#)*.

☐ Receive test materials from your district assessment coordinator. Maintain an accurate *[Test Materials Chain of Custody Form](#)* at your school. Inventory the materials within 24 hours of receipt and report missing materials or request additional materials immediately.

☐ Communicate the process for collecting required administration information to your test administrators.

☐ Arrange practice test sessions as described on page 134.

☐ Assign proctors, as needed.

☐ Ensure that appropriate test settings are available for all test sessions. Conduct a walk-through of all testing rooms to ensure visual aids are covered or removed.

☐ If any students who require accommodations are testing at your school, train test administrators on how accommodations will be provided. Information regarding accommodations is located in the *[2023–2024 Statewide Assessments Accommodations Guide](#)*.

☐ Ensure that all students are uploaded into TIDE and assigned the correct test.

☐ **For CBT only:**
- Assign accommodations and verify student demographic information in TIDE.
- Work with your district assessment coordinator to ensure that test administrators have active usernames and passwords to log in to the TA Interface.
- Ensure that test administrators understand how to create, monitor, and stop test sessions in the TA Interface.
- Print test tickets to distribute to test administrators. Test tickets contain login information for students, and each student must have a test ticket to log in to an assessment. Refer to the *[TIDE User Guide](#)* for instructions.

☐ **For PBT only:**
- Verify student information, print, and affix On-Demand PreID Labels to test documents, as applicable. If information on an On-Demand PreID Label is incorrect, update the student information in TIDE, print, and affix a new On-Demand PreID Label.
- Verify that labels are not faded and can be clearly read.
- Distribute test group codes to test administrators, as applicable.
- Ensure that secure materials are kept in locked storage until the day of testing.
- Assign TAs an AVA role in TIDE for those administering paper-based accommodations for FSA ELA Reading Retake.

During Testing:

☐ Distribute test materials for students in each testing room immediately before testing is scheduled to begin. Do **not** distribute these materials ahead of time.

☐ Be available to answer questions from test administrators.

☐ Provide test administrators with additional materials, as necessary.

☐ Actively monitor each testing room to ensure that test administration and test security policies and procedures are being followed, accommodations are being administered correctly, seating charts and Security Logs are being properly completed, and required administration information is being collected.

☐ Arrange for and supervise make-up test administrations.

☐ Contact your district assessment coordinator if any test irregularities or security breaches occur.

☐ **For CBT only:**
- Monitor student progress and test completion rates in TIDE.
- Contact district staff and the Florida Help Desk **immediately** if technical issues arise.

After Testing:

☐ Verify that all distributed secure materials have been returned. Complete your *Test Materials Chain of Custody Form*. Report missing materials to your district assessment coordinator and conduct the necessary investigation(s).

☐ Make copies of all collected required administration information, seating charts, and Security Logs, and file the copies. Ensure that seating charts indicate which direction each student is facing.

☐ Organize test materials and return them to your district assessment coordinator as indicated on page 138.

☐ **For PBT only:**
- Ensure that paper-based test materials are labeled accurately. If a test administrator notifies you of an incorrect On-Demand PreID Label, update the student information in TIDE, print, and affix a new On-Demand PreID Label over the incorrect label. An On-Demand PreID Label **must** be applied, and student information **must** also be added to or updated in TIDE.
- Inspect student answer documents and verify that each student has completed the required information in the upper left corner of the demographic page (middle of the page for FAST ELA Reading Retake), and, if applicable, remove any stray reference sheets, planning sheets, or periodic tables from test and answer books. **Do not review test content or student responses.**
- For FAST and B.E.S.T. EOC assessments, follow instructions from your district assessment coordinator for entering responses into the DEI.

Fall/Winter 2023 Florida Statewide Assessments

District Assessment Coordinator Checklist

Before Testing:

☐ Carefully read the test administration manual and the *TIDE User Guide*, and resolve any questions with the Bureau of K–12 Student Assessment at FDOE.

☐ Train school assessment coordinators and technology coordinators. Ensure that they are aware of policies and procedures specific to this administration, including test session lengths.

☐ At your discretion, instruct school assessment coordinators to schedule and arrange paper-based practice activities (see page 140).

☐ If students in your district require braille, one-item-per-page, large print accommodations, place orders for the applicable accommodated practice tests in TIDE.

☐ Place additional orders for test and answer books or other materials needed for testing.

☐ Receive test materials and make sure that each school receives the correct range of boxes. Ensure that each school maintains an accurate *Test Materials Chain of Custody Form*.

☐ Communicate the process for collecting required administration information to your school assessment coordinators.

☐ Communicate with school assessment coordinators how to make arrangements for special programs students.

☐ Create or update School Administrator, School Assessment Coordinator, and Test Administrator accounts in TIDE.

☐ Ensure that appropriate test settings are provided and accommodations for eligible students are correctly implemented.

☐ Ensure that all school assessment coordinators, school administrators, technology coordinators, test administrators, and proctors have signed a *2023–2024 Test Administration and Security Agreement* and that test administrators have signed a *2023–2024 Test Administrator Prohibited Activities Agreement*.

During Testing:

☐ Provide schools with additional materials, as necessary.

☐ Monitor schools to ensure that test administration and test security policies and procedures are followed.

☐ Be available during testing to answer questions from school personnel and technology coordinators.

☐ Communicate with the Bureau of K–12 Student Assessment, as needed, in the case of test irregularities, missing materials, and security breaches, or if you need guidance when test invalidation is being considered.

After Testing:

☐ Review the required administration information from your District Assessment Coordinator ONLY boxes, immediately report any missing materials to FDOE, and conduct any necessary investigations.

☐ Verify that seating charts and Security Logs were completed and file them.

☐ Verify that *Test Materials Chain of Custody Forms* were completed accurately and file them.

☐ Store required forms and ancillary materials (e.g., used CBT Worksheets, used reference sheets, seating charts) until after results for the administration have been reported and any investigations are concluded.

☐ Provide instructions for schools to enter responses into the DEI for FAST and B.E.S.T. EOCs, as applicable, and to package and return TO BE SCORED and NOT TO BE SCORED paper-based materials according to the instructions in Appendix C.

TESTING
IN PROGRESS

Please
Do Not Disturb

No Electronic Devices Allowed

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Calculators are **not** permitted during this session.

You may only work in

Session 1

Florida Department of
EDUCATION
fldoe.org

You may only
work in

Session 2

WRITING PLANNING SHEET

Use this sheet to plan what you will write. The writing on this sheet will **not** be scored.

This sheet will not be scored.

FLORIDA DEPARTMENT OF
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fldoe.org

Student Name: _____

Date: _____

For use with computer-based FSA ELA Reading Retake tests and Civics and U.S. History End-of-Course Assessments.

Periodic Table of the Elements

Legend:
- Atomic Number — (top of cell)
- Element Symbol — (e.g. H)
- Element Name
- Average Atomic Mass — (bottom of cell)

Example cell: 1 / H / Hydrogen / 1.01

- ▢ Metal
- ▢ Metalloid (semimetals)
- ▢ Nonmetals

| Group 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1 H Hydrogen 1.01																	2 He Helium 4.00
3 Li Lithium 6.94	4 Be Beryllium 9.01											5 B Boron 10.81	6 C Carbon 12.01	7 N Nitrogen 14.01	8 O Oxygen 16.00	9 F Fluorine 19.00	10 Ne Neon 20.18
11 Na Sodium 22.99	12 Mg Magnesium 24.30											13 Al Aluminum 26.98	14 Si Silicon 28.09	15 P Phosphorus 30.97	16 S Sulfur 32.06	17 Cl Chlorine 35.45	18 Ar Argon 39.95
19 K Potassium 39.10	20 Ca Calcium 40.08	21 Sc Scandium 44.96	22 Ti Titanium 47.87	23 V Vanadium 50.94	24 Cr Chromium 52.00	25 Mn Manganese 54.94	26 Fe Iron 55.85	27 Co Cobalt 58.93	28 Ni Nickel 58.69	29 Cu Copper 63.55	30 Zn Zinc 65.38	31 Ga Gallium 69.72	32 Ge Germanium 72.63	33 As Arsenic 74.92	34 Se Selenium 78.97	35 Br Bromine 79.90	36 Kr Krypton 83.80
37 Rb Rubidium 85.47	38 Sr Strontium 87.62	39 Y Yttrium 88.91	40 Zr Zirconium 91.22	41 Nb Niobium 92.91	42 Mo Molybdenum 95.95	43 Tc Technetium (98)	44 Ru Ruthenium 101.07	45 Rh Rhodium 102.91	46 Pd Palladium 106.42	47 Ag Silver 107.87	48 Cd Cadmium 112.41	49 In Indium 114.82	50 Sn Tin 118.71	51 Sb Antimony 121.76	52 Te Tellurium 127.60	53 I Iodine 126.90	54 Xe Xenon 131.29
55 Cs Cesium 132.91	56 Ba Barium 137.33	57-71	72 Hf Hafnium 178.49	73 Ta Tantalum 180.95	74 W Tungsten 183.84	75 Re Rhenium 186.21	76 Os Osmium 190.23	77 Ir Iridium 192.22	78 Pt Platinum 195.08	79 Au Gold 196.97	80 Hg Mercury 200.59	81 Tl Thallium 204.38	82 Pb Lead 207.21	83 Bi Bismuth 208.98	84 Po Polonium (209)	85 At Astatine (210)	86 Rn Radon (222)
87 Fr Francium (223)	88 Ra Radium (226)	89-103	104 Rf Rutherfordium (267)	105 Db Dubnium (268)	106 Sg Seaborgium (269)	107 Bh Bohrium (270)	108 Hs Hassium (269)	109 Mt Meitnerium (278)	110 Ds Darmstadtium (281)	111 Rg Roentgenium (282)	112 Cn Copernicium (285)	113 Nh Nihonium (286)	114 Fl Flerovium (289)	115 Mc Moscovium (289)	116 Lv Livermorium (293)	117 Ts Tennessine (294)	118 Og Oganesson (294)

Lanthanides (57–71):

57 La Lanthanum 138.91	58 Ce Cerium 140.12	59 Pr Praseodymium 140.91	60 Nd Neodymium 144.24	61 Pm Promethium (145)	62 Sm Samarium 150.36	63 Eu Europium 151.96	64 Gd Gadolinium 157.25	65 Tb Terbium 158.93	66 Dy Dysprosium 162.50	67 Ho Holmium 164.93	68 Er Erbium 167.26	69 Tm Thulium 168.93	70 Yb Ytterbium 173.05	71 Lu Lutetium 174.97

Actinides (89–103):

89 Ac Actinium (227)	90 Th Thorium 232.04	91 Pa Protactinium 231.04	92 U Uranium 238.03	93 Np Neptunium (237)	94 Pu Plutonium (244)	95 Am Americium (243)	96 Cm Curium (247)	97 Bk Berkelium (247)	98 Cf Californium (251)	99 Es Einsteinium (252)	100 Fm Fermium (257)	101 Md Mendelevium (258)	102 No Nobelium (259)	103 Lr Lawrencium (266)