



**Spring/Summer 2022  
Scripts and Instructions  
for Administering Accommodated  
Paper-Based Assessments**

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**Grades 7–10/Retake ELA Writing  
Grades 7–10/Retake ELA Reading  
Grades 7–8 Mathematics  
End-of-Course Assessments  
Florida Civic Literacy Exam**



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# Introduction

This document includes scripts and instructions for administering the Spring 2022 Florida Statewide Assessments Grades 7–10 English Language Arts (ELA) Writing and Writing Retake, Grades 7–10 ELA Reading and Reading Retake, Grades 7–8 Mathematics, the Florida Civic Literacy Exam (FCLE), and Spring/Summer 2022 End-of-Course (EOC) assessments to students who require accommodated paper-based tests (regular print, large print, one-item-per-page). Test administrators (TAs) are responsible for reading the *Test Administration Policies and Procedures*, *Test Security Policies and Procedures*, *Test Invalidation Policies and Procedures* sections, the *Test Administrator Responsibilities* sections, and the appropriate appendices of the *Spring/Summer 2022 Computer-Based Testing Test Administrator Manual* (Spring/Summer 2022 CBT TA Manual). Test administrators are also responsible for reading the *2021–2022 Statewide Assessments Accommodations Guide*.

Test administrators who are administering assessments to students using large print or one-item-per-page accommodations must refer to the appropriate *Test Administrator Instructions* in this document for each special document type. Scripts and instructions for administering braille accommodations are included with braille test materials and are available on the Florida Statewide Assessments Portal. Scripts and instructions for administering computer-based accommodations (e.g., masking, text-to-speech, closed captioning) are available on the portal ([www.FSAssessments.org/fsa.html](http://www.FSAssessments.org/fsa.html)).

# Script for Administering Accommodated Paper-Based Grades 7–10 ELA Writing

## 120 Minutes

This script should be used to administer Grade 7–10 ELA Writing assessments to students using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119.

**This test is 120 minutes, and students will take a short stretch break after 60 minutes of testing. Display starting and stopping times 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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).
6. Ensure that each student has a No. 2 pencil.
7. Provide each student with a planning sheet. Ensure that you have a copy of the sample planning sheet (available on the portal) to display for students when instructed in the script.

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

SAY	<b>You will have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes.</b>
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Distribute the Grade \_\_\_ ELA Writing test and answer books.

Contact your school assessment coordinator if you have preidentified books that do not belong to students in your testing room or if you need additional test and answer books. Update your required administration information as necessary.

### **After distributing test and answer books,**

SAY	<p>The only materials on your desk should be your No. 2 pencil, your planning sheet, and your ELA Writing test and answer book. Do not open your book.</p> <p>Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.</p>
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If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

SAY	<p>Now, look at the box in the upper left corner of your test and answer book.</p> <p>Print your first and last names next to <b>Student Name</b>.</p> <p>Print your date of birth next to <b>Date of Birth</b>.</p> <p>Print _____ (<i>name of the school</i>) next to <b>School Name</b>.</p> <p>Print _____ (<i>name of the district</i>) next to <b>District Name</b>.</p> <p>Print _____ (<i>today's date</i>) next to <b>Today's Date</b>.</p>
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**The fields in the upper left corner of the test and answer book must be completed by each student even when a student PreID label is affixed.**

Once students have completed this information,

SAY	<p>Now, look at the box labeled <b>Test Group Code</b>. Write the test group code _____ in the boxes, and grid the corresponding bubbles.</p>
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Wait until students have finished.

Now, hold up a sample planning sheet with the lined side facing the students.

SAY	<p>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 (<i>prewrite, cluster, map, or web</i>) 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 complete your response in your test and answer book. The writing on your planning sheet will <b>not</b> be scored. Only the response you write in your test and answer book will be scored.</p> <p>Find the plastic tab on the right side of your test and answer book. Carefully pull the tab <b>out</b> and <b>down</b>. Do not remove any remaining pieces of the tab.</p>
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Make sure that all students pull the tab. If a student tears his or her book, contact your school assessment coordinator.

SAY	<p>Now, open your test and answer book to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules.</p> <ul style="list-style-type: none"> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look at another student's test and answer book or planning sheet.</li> <li>• Do not allow another student to look at your test and answer book or planning sheet.</li> <li>• Do not ask for help writing your response.</li> <li>• Do not give help to another student in writing his or her response.</li> <li>• You cannot have notes or scratch paper other than your planning sheet.</li> <li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>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.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p style="text-align: center;"><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature in your test and answer book to indicate that you understand the testing rules.</p>
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Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Now, turn to the lined pages near the back of your test and answer book. You have three lined pages to write your response, and you may not write outside of the boxes or ask for extra paper. Only the response you write on these pages will be scored.</p> <p>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.</p> <p>You are required to write your response in English. Responses written in languages other than English will not be scored.</p> <p>You may <b>not</b> use a dictionary. If you aren't sure how to spell a word, spell it the best way you can.</p> <p>Manage your time carefully so that you can read the passages, plan your response, write your response, and revise and edit your response.</p> <p>If you finish the test before time is called, go back and check (<i>proofread</i>) your work and make corrections to improve your writing.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>You have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes. I will remind you when there are 10 minutes left in the test.</p> <p>Now, turn to page 4 in your test and answer book and begin working.</p>
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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.

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.

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book.

After 60 minutes from the STARTING time,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. You may stand and stretch, but do not talk.
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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. As a reminder, the writing on your planning sheet will not be scored. Only the response in your test and answer book will be scored.  Make sure you are on the page where you left off. You may now continue working.
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After 50 minutes,

SAY	You have 10 minutes to complete the test. Remember to check ( <i>proofread</i> ) your work and make corrections to improve your writing.
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After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. Do not place your planning sheet inside your test and answer book.
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Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book and planning sheet, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is accurate and complete and includes arrows to indicate which direction students are facing.
2. Keep planning sheets in a separate stack and, if necessary, remove any stray planning sheets from test and answer books.
3. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.
4. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.

5. 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

6. If a student provides a typed response, see the *Directions for Returning Typed ELA Writing Responses* on pages 133–134.
7. Return all materials to your school assessment coordinator as described on page 125 of the Spring 2022 PBT TA Manual.

# Script for Administering the Accommodated Paper-Based ELA Writing Retake

## 120+ Minutes

This script should be used to administer the ELA Writing Retake to students using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119.

**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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).
6. Ensure that you understand your school assessment coordinator’s instructions regarding the length of time students should be permitted to test. Display the stopping time where it is visible to all students. **Contact your school assessment coordinator if you have not already received timing information for this test.**
7. Ensure that each student has a No. 2 pencil.
8. Provide each student with a planning sheet. Ensure that you have a copy of the sample planning sheet (available on the portal) to display for students when instructed in the script.

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

SAY	<p><b>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.</b></p>
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Distribute the ELA Writing Retake test and answer books.

Contact your school assessment coordinator if you have preidentified books that do not belong to students in your testing room or if you need additional test and answer books. Update your required administration information as necessary.

### **After distributing test and answer books,**

SAY	<p>The only materials on your desk should be your No. 2 pencil, your planning sheet, and your ELA Writing Retake test and answer book. Do not open your book.</p>
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SAY	Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.
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If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

SAY	Now, look at the box in the upper left corner of your test and answer book. Print your first and last names next to <b>Student Name</b> . Print your date of birth next to <b>Date of Birth</b> . Print _____ ( <i>name of the school</i> ) next to <b>School Name</b> . Print _____ ( <i>name of the district</i> ) next to <b>District Name</b> . Print _____ ( <i>today's date</i> ) next to <b>Today's Date</b> .
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**The fields in the upper left corner of the test and answer book must be completed by each student even when a student PreID label is affixed.**

Once students have completed this information,

SAY	Now, look at the box labeled <b>Test Group Code</b> . Write the test group code _____ in the boxes, and grid the corresponding bubbles.
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Wait until students have finished.

Now, hold up a sample planning sheet with the lined side facing the students.

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 ( <i>prewrite, cluster, map, or web</i> ) 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 complete your response in your test and answer book. The writing on your planning sheet will <b>not</b> be scored. Only the response you write in your test and answer book will be scored.  Find the plastic tab on the right side of your test and answer book. Carefully pull the tab <b>out</b> and <b>down</b> . Do not remove any remaining pieces of the tab.
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Make sure that all students pull the tab. If a student tears his or her book, contact your school assessment coordinator.

SAY	Now, open your test and answer book to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. <ul style="list-style-type: none"><li>• Do not talk to other students or make any disturbance.</li><li>• Do not look at another student's test and answer book or planning sheet.</li><li>• Do not allow another student to look at your test and answer book or planning sheet.</li><li>• Do not ask for help writing your response.</li><li>• Do not give help to another student in writing his or her response.</li><li>• You cannot have notes or scratch paper other than your planning sheet.</li><li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li></ul>
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SAY	<p>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.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p style="text-align: center;"><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature in your test and answer book to indicate that you understand the testing rules.</p>
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Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Now, turn to the lined pages near the back of your test and answer book. You have three lined pages to write your response, and you may not write outside of the boxes or ask for extra paper. Only the response you write on these pages will be scored.</p> <p>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.</p> <p>You are required to write your response in English. Responses written in languages other than English will not be scored.</p> <p>You may <b>not</b> use a dictionary. If you aren't sure how to spell a word, spell it the best way you can.</p> <p>Manage your time carefully so that you can read the passages, plan your response, write your response, and revise and edit your response.</p> <p>If you finish the test before time is called, go back and check (<i>proofread</i>) your work and make corrections to improve your writing.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>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.</p> <p>Now, turn to page 4 in your test and answer book and begin working.</p>
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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.

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.

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today's date in the box in the upper left corner on the front cover of the replacement book.

After 60 minutes from the STARTING time,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. You may stand and stretch, but do not talk.
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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 in your test and answer book will be scored.  Make sure you are on the page where you left off. You may now continue working.
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After 50 minutes,

SAY	There are 10 minutes left in this test. Remember to check ( <i>proofread</i> ) your work and make corrections to improve your writing.
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After 10 more minutes,

SAY	<p><b>Stop.</b> Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.</p> <p>If you have finished working, I will collect your test and answer book and planning sheet now.</p>
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Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** 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, 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	<p>Now, we will continue testing. You have until _____ to continue working, and I will let you know when there are 10 minutes left.</p> <p>Now, open your test and answer book and continue working.</p>
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At 10 minutes before the stopping time,

SAY	<p>You have 10 minutes to complete the test. Remember to check (<i>proofread</i>) your work and make corrections to improve your writing.</p>
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After 10 more minutes,

SAY	<p><b>Stop.</b> Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. Do not place your planning sheet inside your test and answer book.</p>
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Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book and planning sheet, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is accurate and complete and includes arrows to indicate which direction students are facing.
2. Keep planning sheets in a separate stack and, if necessary, remove any stray planning sheets from test and answer books.
3. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.
4. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.

5. 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

6. If a student provides a typed response, see the *Directions for Returning Typed ELA Writing Responses* on pages 133–134.
7. Return all materials to your school assessment coordinator as described on page 125 of the Spring 2022 PBT TA Manual.

# Script for Administering Accommodated Paper-Based Grades 7–8 ELA Reading

## Session 1

### 85 Minutes

The following script should be used for students participating in Session 1 of Grades 7–8 ELA Reading using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. Scripts and instructions for students using a braille version of the test are provided with the braille test materials and are also available on the Florida Statewide Assessments Portal.

**This test session is 85 minutes, and students will take a short stretch break after 45 minutes of testing. Display starting and stopping times 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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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.

## Accessing Listening Items

During the accommodated paper-based Grades 7–8 ELA Reading assessment, students are required to have access to audio content to complete some of the test items. These items are accompanied by directions that instruct students to raise their hands to ask you to provide them with access to the audio clips or American Sign Language (ASL) videos. Prior to testing, you must:

- Have a computer or device, with Internet access, to access the Assessment Viewing Application (AVA) on the Florida Statewide Assessments Portal.
- Have the correct information (i.e., username, password) to log in to AVA.
- Familiarize yourself with the *AVA User Guide*, located on the portal.
- Understand any other administration information based on instructions from your school assessment coordinator (e.g., each student will use headphones/earbuds and have the content delivered individually).

Please note that audio content may not appear in both ELA Reading sessions. If you have questions about accessing AVA for students or do not have your AVA login information, contact your school assessment coordinator.

## Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).
6. Ensure that each student has a No. 2 pencil.

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

SAY	<b>You will have 85 minutes to complete this test session, and we will take a short stretch break after 45 minutes.</b>
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Distribute the Grade \_\_\_ ELA Reading test and answer books.

Contact your school assessment coordinator if you have preidentified books that do not belong to students in your testing room or if you need additional test and answer books. Update your required administration information as necessary.

**After distributing test and answer books,**

SAY	The only materials on your desk should be your No. 2 pencil and your Grade ___ ELA Reading test and answer book. Do not open your book.
	Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.

If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

SAY	Now, look at the box in the upper left corner of your test and answer book.
	Print your first and last names next to <b>Student Name</b> .
	Print your date of birth next to <b>Date of Birth</b> .
	Print _____ ( <i>name of the school</i> ) next to <b>School Name</b> .
	Print _____ ( <i>name of the district</i> ) next to <b>District Name</b> .
	Print _____ ( <i>today's date</i> ) next to <b>Today's Date</b> .

**The fields in the upper left corner of the test and answer book must be completed by each student even when a student PreID label is affixed.**

Once students have completed this information,

SAY	Now, look at the box labeled <b>Session 1 Test Group Code</b> . Write the test group code _____ in the boxes, and grid the corresponding bubbles.
-----	---

Wait until students have finished.

SAY	Your test and answer book has two plastic tabs. Find the first plastic tab on the right side of your book. Carefully pull the tab <b>out</b> and <b>down</b> . Do not remove any remaining pieces of the tab. Do not pull the second plastic tab.
-----	---

Make sure that all students pull the correct tab. If a student tears his or her book or removes the second plastic tab, contact your school assessment coordinator.

SAY	Next, open your test and answer book to page 3. The session number is at the top of each page that follows. Today, you may work only in Session 1.
	When you come to this STOP sign during the test, you have finished Session 1. Do <b>not</b> go on to Session 2. The pages of Session 2 are sealed. Do not break this seal. If you complete Session 1 before time is called, go back and check your work.

SAY	<p>Now, turn to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules.</p> <ul style="list-style-type: none"> <li>• Do not go on to Session 2.</li> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look at another student’s test and answer book or allow another student to look at your test and answer book.</li> <li>• Do not ask for help answering any test questions.</li> <li>• Do not give help to another student in answering test questions.</li> <li>• You cannot have notes or scratch paper.</li> <li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p style="text-align: center;"><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules and then close your book.</p>
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Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>You will have 85 minutes to complete this test session. Remember the following:</p> <ul style="list-style-type: none"> <li>• Do not go on to Session 2.</li> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.</li> <li>• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> <li>• You may see directions to raise your hand so that I can provide you with access to an audio passage.</li> <li>• When you have completed this session, you may review your work in this session only.</li> </ul>
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SAY	<p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>You have 85 minutes to complete this test session, and we will take a short stretch break after 45 minutes. I will remind you when there are 10 minutes left in the session.</p> <p>Open your test and answer book to page 4 and begin working.</p>
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Complete the following:

STARTING time:	_____
Add 45 minutes:	+45 minutes
Time to call a break:	_____
TIME TESTING RESUMES:	_____
Add 30 minutes:	+30 minutes
Time for 10-minute reminder:	_____
Add 10 minutes:	+10 minutes
STOPPING time:	_____

Display the STARTING and STOPPING times for students.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book.

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
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After a short break,

SAY	Now, be seated. You still have 40 minutes to complete this session, and I will let you know when there are 10 minutes left. Remember, when you come to the STOP sign, you have finished Session 1. You may <b>not</b> go on to Session 2. Remember, if you finish early, go back and check your work.
	Make sure you are on the page where you left off. You may now continue working.

After 30 minutes,

SAY	You have 10 minutes to complete Session 1. Remember, do <b>not</b> go on to Session 2.
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After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book.
-----	--

Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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 Accommodated Paper-Based Grades 7–8 ELA Reading

## Session 2

### 85 Minutes

The following script should be used for students participating in Session 2 of Grades 7–8 ELA Reading using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. Scripts and instructions for students using a braille version of the test are provided with the braille test materials and are also available on the Florida Statewide Assessments Portal.

**This test session is 85 minutes, and students will take a short stretch break after 45 minutes of testing. Display starting and stopping times 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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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.

## Accessing Listening Items

During the accommodated paper-based Grades 7–8 ELA Reading assessment, students are required to have access to audio content to complete some of the test items. These items are accompanied by directions that instruct students to raise their hands to ask you to provide them with access to the audio clips or American Sign Language (ASL) videos. Prior to testing, you must:

- Have a computer or device, with Internet access, to access the Assessment Viewing Application (AVA) on the Florida Statewide Assessments Portal.
- Have the correct information (i.e., username, password) to log in to AVA.
- Familiarize yourself with the *AVA User Guide*, located on the portal.
- Understand any other administration information based on instructions from your school assessment coordinator (e.g., each student will use headphones/earbuds and have the content delivered individually).

Please note that audio content may not appear in both ELA Reading sessions. If you have questions about accessing AVA for students or do not have your AVA login information, contact your school assessment coordinator.

## Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).
6. Ensure that each student has a No. 2 pencil.

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

SAY	You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, Bluetooth/wireless headphones/earbuds, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. <b>If you access any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> 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	<b>You will have 85 minutes to complete this test session, and we will take a short stretch break after 45 minutes.</b>
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Distribute the Grade \_\_\_ ELA Reading test and answer books. Each student should receive the test and answer book with his or her name on it.

Contact your school assessment coordinator if you have books that do not belong to students in your testing room or if any books are missing.

SAY	<p>Your No. 2 pencil and your Grade ___ ELA Reading test and answer book should be the only materials on your desk. Make sure you have the test and answer book with your name on it. You may not return to or change any answers from Session 1.</p> <p>Now, look at the box labeled <b>Session 2 Test Group Code</b>. Write the test group code _____ in the boxes, and grid the corresponding bubbles. <i>(Pause.)</i></p> <p>Find the remaining plastic tab sealing Session 2 of your book. Carefully pull the tab <b>out</b> and <b>down</b>. Do not remove any remaining pieces of the tab.</p>
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Make sure that all students pull the tabs correctly. If a student tears his or her book, obtain a replacement book with the same form number from your school assessment coordinator and record the new security number with your required administration information. The student’s responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	<p>Next, open your test and answer book to the beginning of Session 2. The session number is at the top of each page that follows. Today, you may work only in Session 2. Now, close your test and answer book.</p> <p>You will have 85 minutes to complete this test session. When you come to the STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1.</p> <p>Remember the following:</p> <ul style="list-style-type: none"> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.</li> <li>• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> <li>• You may see directions to raise your hand so that I can provide you with access to an audio passage.</li> </ul> <p>Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p>
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SAY	<p>You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.</p> <p>If you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. Close your test and answer book before you leave. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test.</p> <ul style="list-style-type: none"> <li>• Do not work in Session 1.</li> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look at another student’s test and answer book or allow another student to look at your test and answer book.</li> <li>• Do not ask for help answering any test questions.</li> <li>• Do not give help to another student in answering test questions.</li> <li>• You cannot have notes or scratch paper.</li> <li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option C**

<b>SAY</b>	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.  Please raise your hand if you have any questions.
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Answer all questions.

<b>SAY</b>	You have 85 minutes to complete this test session, and we will take a short stretch break after 45 minutes. I will remind you when there are 10 minutes left in the session.  Open your test and answer book to the beginning of Session 2 and begin working.
------------	---

Complete the following:

STARTING time:	
Add 45 minutes:	+45 minutes
Time to call a break:	
TIME TESTING RESUMES:	
Add 30 minutes:	+30 minutes
Time for 10-minute reminder:	
Add 10 minutes:	+10 minutes
STOPPING time:	

Display the STARTING and STOPPING times for students.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book.

After 45 minutes from the STARTING time,

<b>SAY</b>	<b>Stop.</b> Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
------------	--

After a short break,

SAY	Now, be seated. You still have 40 minutes to complete Session 2, and I will let you know when there are 10 minutes left.
	Make sure you are on the page where you left off. You may now continue working.

After 30 minutes,

SAY	You have 10 minutes to complete Session 2. Remember, do <b>not</b> go back to Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book.
-----	--

Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.
4. 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:
 

<p><b>For ESE/504 students:</b></p> <ul style="list-style-type: none"> <li>• 1-FP = Flexible Presentation</li> <li>• 1-FR = Flexible Responding</li> <li>• 1-FSC = Flexible Scheduling</li> <li>• 1-FSE = Flexible Setting</li> <li>• 1-AD = Assistive Devices</li> </ul>	<p><b>For ELL or recently exited ELL students:</b></p> <ul style="list-style-type: none"> <li>• 2-FSC = Flexible Scheduling</li> <li>• 2-FSE = Flexible Setting</li> <li>• 2-AHL = Assistance in Heritage Language</li> <li>• 2-ADI = Approved Dictionary</li> </ul>
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5. Return all materials to your school assessment coordinator as described on page 125 of the Spring 2022 PBT TA Manual.

# Script for Administering Accommodated Paper-Based Grades 9–10 ELA Reading

## Session 1

### 90 Minutes

The following script should be used for students participating in Session 1 of Grades 9–10 ELA Reading using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. Scripts and instructions for students using a braille version of the test are provided with the braille test materials and are also available 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. Display starting and stopping times 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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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.

## Accessing Listening Items

During the accommodated paper-based Grades 9–10 ELA Reading assessment, students are required to have access to audio content to complete some of the test items. These items are accompanied by directions that instruct students to raise their hands to ask you to provide them with access to the audio clips or American Sign Language (ASL) videos. Prior to testing, you must:

- Have a computer or device, with Internet access, to access the Assessment Viewing Application (AVA) on the Florida Statewide Assessments Portal.
- Have the correct information (i.e., username, password) to log in to AVA.
- Familiarize yourself with the *AVA User Guide*, located on the portal.
- Understand any other administration information based on instructions from your school assessment coordinator (e.g., each student will use headphones/earbuds and have the content delivered individually).

Please note that audio content may not appear in both ELA Reading sessions. If you have questions about accessing AVA for students or do not have your AVA login information, contact your school assessment coordinator.

## Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).
6. Ensure that each student has a No. 2 pencil.

SAY	<p>Today, you are going to take Session 1 of the Grade ____ ELA Reading test.</p> <p>You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, Bluetooth/wireless headphones/earbuds, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content.</p> <p><b>If you access any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
-----	---

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	<b>You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes.</b>
-----	---

Distribute the Grade \_\_\_\_ ELA Reading test and answer books.

Contact your school assessment coordinator if you have preidentified books that do not belong to students in your testing room or if you need additional test and answer books. Update your required administration information as necessary.

**After distributing test and answer books,**

SAY	The only materials on your desk should be your No. 2 pencil and your Grade ____ ELA Reading test and answer book. Do not open your book.
	Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.

If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

SAY	Now, look at the box in the upper left corner of your test and answer book.
	Print your first and last names next to <b>Student Name</b> .
	Print your date of birth next to <b>Date of Birth</b> .
	Print _____ ( <i>name of the school</i> ) next to <b>School Name</b> .
	Print _____ ( <i>name of the district</i> ) next to <b>District Name</b> .
	Print _____ ( <i>today's date</i> ) next to <b>Today's Date</b> .

**The fields in the upper left corner of the test and answer book must be completed by each student even when a student PreID label is affixed.**

Once students have completed this information,

SAY	Now, look at the box labeled <b>Session 1 Test Group Code</b> . Write the test group code _____ in the boxes, and grid the corresponding bubbles.
-----	---

Wait until students have finished.

SAY	Your test and answer book has two plastic tabs. Find the first plastic tab on the right side of your book. Carefully pull the tab <b>out</b> and <b>down</b> . Do not remove any remaining pieces of the tab. Do not pull the second plastic tab.
-----	---

Make sure that all students pull the correct tab. If a student tears his or her book or removes the second plastic tab, contact your school assessment coordinator.

SAY	Next, open your test and answer book to page 3. The session number is at the top of each page that follows. Today, you may work only in Session 1.
	When you come to this STOP sign during the test, you have finished Session 1. Do <b>not</b> go on to Session 2. The pages of Session 2 are sealed. Do not break this seal. If you complete Session 1 before time is called, go back and check your work.

SAY	<p>Now, turn to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules.</p> <ul style="list-style-type: none"> <li>• Do not go on to Session 2.</li> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look at another student’s test and answer book or allow another student to look at your test and answer book.</li> <li>• Do not ask for help answering any test questions.</li> <li>• Do not give help to another student in answering test questions.</li> <li>• You cannot have notes or scratch paper.</li> <li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p style="text-align: center;"><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules and then close your book.</p>
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Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>You will have 90 minutes to complete this test session. Remember the following:</p> <ul style="list-style-type: none"> <li>• Do not go on to Session 2.</li> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.</li> <li>• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> <li>• You may see directions to raise your hand so that I can provide you with access to an audio passage.</li> <li>• When you have completed this session, you may review your work in this session only.</li> </ul>
-----	---

SAY	<p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. I will remind you when there are 10 minutes left in the session.</p> <p>Open your test and answer book to page 4 and begin working.</p>
-----	--

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.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book.

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
-----	--

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. Remember, when you come to the STOP sign, you have finished Session 1. You may <b>not</b> go on to Session 2. Remember, if you finish early, go back and check your work.  Make sure you are on the page where you left off. You may now continue working.
-----	--

After 35 minutes,

SAY	You have 10 minutes to complete Session 1. Remember, do <b>not</b> go on to Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book.
-----	--

Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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 Accommodated Paper-Based Grades 9–10 ELA Reading

## Session 2

### 90 Minutes

The following script should be used for students participating in Session 2 of Grades 9–10 ELA Reading using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. Scripts and instructions for students using a braille version of the test are provided with the braille test materials and are also available 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. Display starting and stopping times 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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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.

## Accessing Listening Items

During the accommodated paper-based Grades 9–10 ELA Reading assessment, students are required to have access to audio content to complete some of the test items. These items are accompanied by directions that instruct students to raise their hands to ask you to provide them with access to the audio clips or American Sign Language (ASL) videos. Prior to testing, you must:

- Have a computer or device, with Internet access, to access the Assessment Viewing Application (AVA) on the Florida Statewide Assessments Portal.
- Have the correct information (i.e., username, password) to log in to AVA.
- Familiarize yourself with the *AVA User Guide*, located on the portal.
- Understand any other administration information based on instructions from your school assessment coordinator (e.g., each student will use headphones/earbuds and have the content delivered individually).

Please note that audio content may not appear in both ELA Reading sessions. If you have questions about accessing AVA for students or do not have your AVA login information, contact your school assessment coordinator.

## Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).
6. Ensure that each student has a No. 2 pencil.

SAY	Today, you are going to take Session 2 of the Grade ____ ELA Reading test. If you have not taken Session 1 of the Grade ____ ELA Reading test, please raise your hand.
-----	--

If a student raises his or her hand, contact your school assessment coordinator.

SAY	You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, Bluetooth/wireless headphones/earbuds, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. <b>If you access any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> 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	<b>You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes.</b>
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Distribute the Grade \_\_\_ ELA Reading test and answer books. Each student should receive the test and answer book with his or her name on it.

Contact your school assessment coordinator if you have books that do not belong to students in your testing room or if any books are missing.

SAY	<p>Your No. 2 pencil and your Grade ___ ELA Reading test and answer book should be the only materials on your desk. Make sure you have the test and answer book with your name on it. You may not return to or change any answers from Session 1.</p> <p>Now, look at the box labeled <b>Session 2 Test Group Code</b>. Write the test group code _____ in the boxes, and grid the corresponding bubbles. <i>(Pause.)</i></p> <p>Find the remaining plastic tab sealing Session 2 of your book. Carefully pull the tab <b>out</b> and <b>down</b>. Do not remove any remaining pieces of the tab.</p>
-----	---

Make sure that all students pull the tabs correctly. If a student tears his or her book, obtain a replacement book with the same form number from your school assessment coordinator and record the new security number with your required administration information. The student’s responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	<p>Next, open your test and answer book to the beginning of Session 2. The session number is at the top of each page that follows. Today, you may work only in Session 2. Now, close your test and answer book.</p> <p>You will have 90 minutes to complete this test session. When you come to the STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1.</p> <p>Remember the following:</p> <ul style="list-style-type: none"> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.</li> <li>• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> <li>• You may see directions to raise your hand so that I can provide you with access to an audio passage.</li> </ul> <p>Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p>
-----	--

SAY	<p>You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.</p> <p>If you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. Close your test and answer book before you leave. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test.</p> <ul style="list-style-type: none"> <li>• Do not work in Session 1.</li> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look at another student’s test and answer book or allow another student to look at your test and answer book.</li> <li>• Do not ask for help answering any test questions.</li> <li>• Do not give help to another student in answering test questions.</li> <li>• You cannot have notes or scratch paper.</li> <li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option C**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.  Please raise your hand if you have any questions.
-----	---

Answer all questions.

SAY	You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. I will remind you when there are 10 minutes left in the session.  Open your test and answer book to the beginning of Session 2 and 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.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book.

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
-----	--

After a short break,

SAY	Now, be seated. You still have 45 minutes to complete Session 2, and I will let you know when there are 10 minutes left.  Make sure you are on the page where you left off. You may now continue working.
-----	---

After 35 minutes,

SAY	You have 10 minutes to complete Session 2. Remember, do <b>not</b> go back to Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book.
-----	--

Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.
4. 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:  

<b>For ESE/504 students:</b> <ul style="list-style-type: none"><li>• 1-FP = Flexible Presentation</li><li>• 1-FR = Flexible Responding</li><li>• 1-FSC = Flexible Scheduling</li><li>• 1-FSE = Flexible Setting</li><li>• 1-AD = Assistive Devices</li></ul>	<b>For ELL or recently exited ELL students:</b> <ul style="list-style-type: none"><li>• 2-FSC = Flexible Scheduling</li><li>• 2-FSE = Flexible Setting</li><li>• 2-AHL = Assistance in Heritage Language</li><li>• 2-ADI = Approved Dictionary</li></ul>
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5. Return all materials to your school assessment coordinator as described on page 125 of the Spring 2022 PBT TA Manual.

# Script for Administering the Accommodated Paper-Based ELA Reading Retake

## Session 1

### 90+ Minutes

The following script should be used for students participating in Session 1 of the ELA Reading Retake using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. Scripts and instructions for students using a braille version of the test are provided with the braille test materials and are also available 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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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.

## Accessing Listening Items

During the accommodated paper-based ELA Reading Retake assessment, students are required to have access to audio content to complete some of the test items. These items are accompanied by directions that instruct students to raise their hands to ask you to provide them with access to the audio clips or American Sign Language (ASL) videos. Prior to testing, you must:

- Have a computer or device, with Internet access, to access the Assessment Viewing Application (AVA) on the Florida Statewide Assessments Portal.
- Have the correct information (i.e., username, password) to log in to AVA.
- Familiarize yourself with the *AVA User Guide*, located on the portal.
- Understand any other administration information based on instructions from your school assessment coordinator (e.g., each student will use headphones/earbuds and have the content delivered individually).

Please note that audio content may not appear in both ELA Reading Retake sessions. If you have questions about accessing AVA for students or do not have your AVA login information, contact your school assessment coordinator.

## Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).
6. Ensure that you understand your school assessment coordinator’s instructions regarding the length of time students should be permitted to test for this session. Display the stopping time where it is visible to all students. **Contact your school assessment coordinator if you have not already received timing information for Session 1.**
7. Ensure that each student has a No. 2 pencil.

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

SAY	<b>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.</b>
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Distribute the ELA Reading Retake test and answer books.

Contact your school assessment coordinator if you have preidentified books that do not belong to students in your testing room or if you need additional test and answer books. Update your required administration information as necessary.

**After distributing test and answer books,**

SAY	The only materials on your desk should be your No. 2 pencil and your ELA Reading Retake test and answer book. Do not open your book.
	Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.

If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

SAY	Now, look at the box in the upper left corner of your test and answer book.
	Print your first and last names next to <b>Student Name</b> .
	Print your date of birth next to <b>Date of Birth</b> .
	Print _____ ( <i>name of the school</i> ) next to <b>School Name</b> .
	Print _____ ( <i>name of the district</i> ) next to <b>District Name</b> .
	Print _____ ( <i>today’s date</i> ) next to <b>Today’s Date</b> .

**The fields in the upper left corner of the test and answer book must be completed by each student even when a student PreID label is affixed.**

Once students have completed this information,

SAY	Now, look at the box labeled <b>Session 1 Test Group Code</b> . Write the test group code _____ in the boxes, and grid the corresponding bubbles.
-----	---

Wait until students have finished.

SAY	Your test and answer book has two plastic tabs. Find the first plastic tab on the right side of your book. Carefully pull the tab <b>out</b> and <b>down</b> . Do not remove any remaining pieces of the tab. Do not pull the second plastic tab.
-----	---

Make sure that all students pull the correct tab. If a student tears his or her book or removes the second plastic tab, contact your school assessment coordinator.

SAY	Next, open your test and answer book to page 3. The session number is at the top of each page that follows. Today, you may work only in Session 1.
	When you come to this STOP sign during the test, you have finished Session 1. Do <b>not</b> go on to Session 2. The pages of Session 2 are sealed. Do not break this seal. If you complete Session 1 before time is called, go back and check your work.

SAY	<p>Now, turn to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules.</p> <ul style="list-style-type: none"> <li>• Do not go on to Session 2.</li> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look at another student’s test and answer book or allow another student to look at your test and answer book.</li> <li>• Do not ask for help answering any test questions.</li> <li>• Do not give help to another student in answering test questions.</li> <li>• You cannot have notes or scratch paper.</li> <li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Are there any questions?</p>
-----	---

Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p style="text-align: center;"><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules and then close your book.</p>
-----	---

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>You will have 90 minutes to complete this test session. Remember the following:</p> <ul style="list-style-type: none"> <li>• Do not go on to Session 2.</li> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.</li> <li>• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> <li>• You may see directions to raise your hand so that I can provide you with access to an audio passage.</li> <li>• When you have completed this session, you may review your work in this session only.</li> </ul>
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SAY	<p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

SAY	<p>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.</p> <p>Open your test and answer book to page 4 and begin working.</p>
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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.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book.

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
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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. Remember, when you come to the STOP sign, you have finished Session 1. You may <b>not</b> go on to Session 2. Remember, if you finish early, go back and check your work.  Make sure you are on the page where you left off. You may now continue working.
-----	--

After 35 minutes,

SAY	There are 10 minutes left in the 90-minute test session. Remember, do <b>not</b> go on to Session 2.
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After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. 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, I will collect your test and answer book now.
-----	---

Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** 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, 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.
	Now, open your test and answer book and continue working.

At 10 minutes before the stopping time,

SAY	You have 10 minutes to complete Session 1. Remember, do <b>not</b> go on to Session 2.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book.
-----	--

Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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 Accommodated Paper-Based ELA Reading Retake

## Session 2

### 90+ Minutes

The following script should be used for students participating in Session 2 of the ELA Reading Retake using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. Scripts and instructions for students using a braille version of the test are provided with the braille test materials and are also available 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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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.

## Accessing Listening Items

During the accommodated paper-based ELA Reading Retake assessment, students are required to have access to audio content to complete some of the test items. These items are accompanied by directions that instruct students to raise their hands to ask you to provide them with access to the audio clips or American Sign Language (ASL) videos. Prior to testing, you must:

- Have a computer or device, with Internet access, to access the Assessment Viewing Application (AVA) on the Florida Statewide Assessments Portal.
- Have the correct information (i.e., username, password) to log in to AVA.
- Familiarize yourself with the *AVA User Guide*, located on the portal.
- Understand any other administration information based on instructions from your school assessment coordinator (e.g., each student will use headphones/earbuds and have the content delivered individually).

Please note that audio content may not appear in both ELA Reading Retake sessions. If you have questions about accessing AVA for students or do not have your AVA login information, contact your school assessment coordinator.

## Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., word lists, dictionaries).
6. Ensure that you understand your school assessment coordinator’s instructions regarding the length of time students should be permitted to test for this session. Display the stopping time where it is visible to all students. **Contact your school assessment coordinator if you have not already received timing information for Session 2.**
7. Ensure that each student has a No. 2 pencil.

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

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

SAY	<p><b>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.</b></p>
-----	---

Distribute the ELA Reading Retake test and answer books. Each student should receive the test and answer book with his or her name on it.

Contact your school assessment coordinator if you have books that do not belong to students in your testing room or if any books are missing.

SAY	<p>Your No. 2 pencil and your ELA Reading Retake test and answer book should be the only materials on your desk. Make sure you have the test and answer book with your name on it. You may not return to or change any answers from Session 1.</p> <p>Now, look at the box labeled <b>Session 2 Test Group Code</b>. Write the test group code _____ in the boxes, and grid the corresponding bubbles. <i>(Pause.)</i></p> <p>Find the remaining plastic tab sealing Session 2 of your book. Carefully pull the tab <b>out and down</b>. Do not remove any remaining pieces of the tab.</p>
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Make sure that all students pull the tabs correctly. If a student tears his or her book, obtain a replacement book with the same form number from your school assessment coordinator and record the new security number with your required administration information. The student’s responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	<p>Next, open your test and answer book to the beginning of Session 2. The session number is at the top of each page that follows. Today, you may work only in Session 2. Now, close your test and answer book.</p> <p>You will have 90 minutes to complete this test session. When you come to the STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1.</p> <p>Remember the following:</p> <ul style="list-style-type: none"> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.</li> </ul>
-----	---

SAY	<ul style="list-style-type: none"> <li>• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> <li>• You may see directions to raise your hand so that I can provide you with access to an audio passage.</li> </ul> <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.</p> <p>If you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. Close your test and answer book before you leave. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test.</p> <ul style="list-style-type: none"> <li>• Do not work in Session 1.</li> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look at another student's test and answer book or allow another student to look at your test and answer book.</li> <li>• Do not ask for help answering any test questions.</li> <li>• Do not give help to another student in answering test questions.</li> <li>• You cannot have notes or scratch paper.</li> <li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>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.</p> <p>Open your test and answer book to the beginning of Session 2 and begin working.</p>
-----	---

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.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book.

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
-----	--

After a short break,

SAY	Now, be seated. You still have 40 minutes to complete Session 2, 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 page where you left off. You may now continue working.
-----	--

After 35 minutes,

SAY	There are 10 minutes left in the 90-minute test session. Remember, do <b>not</b> go back to Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. 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, I will collect your test and answer book now.
-----	---

Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** 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, 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.  Now, open your test and answer book and continue working.
-----	---

At 10 minutes before the stopping time,

SAY	You have 10 minutes to complete Session 2. Remember, do <b>not</b> go back to Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book.
-----	--

Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.
4. 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

5. Return all materials to your school assessment coordinator as described on page 125 of the Spring 2022 PBT TA Manual.

# Script for Administering Accommodated Paper-Based Grades 7–8 Mathematics

## Session 1

**60 Minutes**



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

The following script should be used for students participating in Session 1 of the Grades 7–8 Mathematics assessment using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. Scripts and instructions for students using a braille version of the test are provided with the braille test materials and are also available on the Florida Statewide Assessments Portal.

**This test session is 60 minutes. Display starting and stopping times 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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying mathematical concepts).
6. Prior to testing, ensure that students have the following:
  - A No. 2 pencil
  - *Grade 7 or Grade 8 FSA Mathematics Reference Sheet* (Reference sheets are included in the test and answer books, so paper reference sheets should be provided **only** if your school is providing copies for all students.)

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

SAY	<b>You will have 60 minutes to complete this test session.</b>
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Distribute the Grade \_\_\_\_ Mathematics test and answer books.

Contact your school assessment coordinator if you have preidentified books that do not belong to students in your testing room or if you need additional test and answer books. Update your required administration information as necessary.

**After distributing test and answer books (and reference sheets),**

SAY	<p>The only materials on your desk should be your No. 2 pencil and your Grade ____ Mathematics test and answer book (<i>and reference sheet</i>). Do not open your book.</p> <p>Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.</p>
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If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

SAY	<p>Now, look at the box in the upper left corner of your test and answer book.</p> <p>Print your first and last names next to <b>Student Name</b>.</p> <p>Print your date of birth next to <b>Date of Birth</b>.</p> <p>Print _____ (<i>name of the school</i>) next to <b>School Name</b>.</p> <p>Print _____ (<i>name of the district</i>) next to <b>District Name</b>.</p> <p>Print _____ (<i>today's date</i>) next to <b>Today's Date</b>.</p>
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**The fields in the upper left corner of the test and answer book must be completed by each student even when a student PreID label is affixed.**

Once students have completed this information,

SAY	<p>Now, look at the box labeled <b>Session 1 Test Group Code</b>. Write the test group code _____ in the boxes, and grid the corresponding bubbles.</p>
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Wait until students have finished.

SAY	<p>Your test and answer book has three plastic tabs. Find the first plastic tab on the right side of your book. Carefully pull the tab <b>out</b> and <b>down</b>. Do not remove any remaining pieces of the tab. Do not pull the second or third plastic tab.</p>
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Make sure that all students pull the correct tab. If a student tears his or her book or removes the second or third plastic tab, contact your school assessment coordinator.

SAY	<p>Next, open your test and answer book to page 7. The session number is at the top of each page that follows. Today, you may work only in Session 1.</p> <p>When you come to this STOP sign during the test, you have finished Session 1. Do <b>not</b> go on to Session 2. The pages of Session 2 are sealed. Do not break this seal. If you complete Session 1 before time is called, go back and check your work.</p> <p>Now, turn to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules.</p> <ul style="list-style-type: none"> <li>• Do not go on to Session 2.</li> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look at another student's test and answer book (<i>or reference sheet</i>) or allow another student to look at your test and answer book (<i>or reference sheet</i>).</li> <li>• Do not ask for help answering any test questions.</li> <li>• Do not give help to another student in answering test questions.</li> </ul>
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SAY	<ul style="list-style-type: none"> <li>You cannot have notes or scratch paper (<i>other than your reference sheet</i>).</li> <li>You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p style="text-align: center;"><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
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Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Now, turn to the <b>Directions for Completing the Response Grids</b> on pages 3 and 4. Read silently as I read aloud.</p> <ol style="list-style-type: none"> <li><b>Work the problem and find an answer.</b></li> <li><b>Write your answer in the answer boxes at the top of the grid.</b> <ul style="list-style-type: none"> <li>Write your answer with the first digit in the left answer box OR with the last digit in the right answer box.</li> <li>Write only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.</li> <li>Be sure to write a decimal point, negative sign, or fraction bar in the answer box if it is a part of the answer.</li> </ul> </li> <li><b>Fill in a bubble under each box in which you wrote your answer.</b> <ul style="list-style-type: none"> <li>Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.</li> <li>Fill in each bubble by making a solid mark that completely fills the circle.</li> <li>You MUST fill in the bubbles accurately to receive credit for your answer.</li> </ul> </li> </ol> <p>When a percent is required to answer a question, do NOT convert the percent to its decimal or fractional equivalent. Grid in the percent value without the % symbol. Do the same with dollar amounts.</p> <p>Do NOT write a mixed number, such as <math>13\frac{1}{4}</math>, in the answer boxes. Change the mixed number to an equivalent fraction, such as <math>\frac{53}{4}</math>, or to an equivalent decimal, such as 13.25. Do not try to fill in <math>13\frac{1}{4}</math>, as it would be read as <math>\frac{131}{4}</math> and would be counted wrong.</p> <p>You may refer to the <b>Directions for Completing the Response Grids</b> at any time during this session.</p>
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SAY	Now, turn to page 5 in your test and answer book and look at the <i>Grade ___ FSA Mathematics Reference Sheet</i> . The reference sheet contains formulas and conversions you may need to answer the mathematics questions. You may refer to this page at any time during this test session but do not tear the reference sheet out of the book. Now, close your book.
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**If your school provided paper copies of the *Grade 7 or Grade 8 FSA Mathematics Reference Sheet* for students to use,**

SAY	Now, look at the top of your paper reference sheet. It should say <i>Grade ___ FSA Mathematics Reference Sheet</i> . 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.
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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. <i>(Pause.)</i>
	This is considered a secure document and must be returned with your test and answer book.
	Please raise your hand if you have any questions.

Answer all questions.

SAY	<p>You will have 60 minutes to complete this test session. Remember the following:</p> <ul style="list-style-type: none"> <li>• Do not go on to Session 2.</li> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.</li> <li>• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> <li>• When you have completed this session, you may review your work in this session only.</li> </ul> <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may use the blank space in your test and answer book as work space.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book (<i>and reference sheet</i>). Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book (<i>and reference sheet</i>). Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>You have 60 minutes to complete this test session. I will remind you when there are 10 minutes left in the session.</p> <p>Open your test and answer book to page 8 and begin working.</p>
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Complete the following:

STARTING time:	
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.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book.

After 50 minutes from the STARTING time,

<b>SAY</b>	You have 10 minutes to complete Session 1. Remember, do <b>not</b> go on to Session 2.
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After 10 more minutes,

<b>SAY</b>	<b>Stop.</b> Put your pencil down and close your test and answer book.
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Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book (and reference sheet), and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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 Accommodated Paper-Based Grades 7–8 Mathematics

## Session 2

### 60 Minutes

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

The following script should be used for students participating in Session 2 of the Grades 7–8 Mathematics assessment using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. Scripts and instructions for students using a braille version of the test are provided with the braille test materials and are also available on the Florida Statewide Assessments Portal.

**This test session is 60 minutes. Display starting and stopping times 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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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. Collect test and answer books and calculators from your school assessment coordinator. Verify that you have all materials you were assigned as well as the Session 2 test group code.
2. Before students arrive, ensure that the testing room is prepared as described on pages 10–11 in the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
3. Ensure that you have all test materials needed for this test session.
4. Display the four-digit test group code assigned by your school assessment coordinator.
5. 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 on the Florida Statewide Assessments Portal.)
6. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying mathematical concepts).
7. Ensure that each student has a No. 2 pencil.
8. Prior to testing, ensure that students have the following:
  - A No. 2 pencil
  - A handheld scientific calculator with the allowable functionality only
  - *Grade 7 or Grade 8 FSA Mathematics Reference Sheet* (Reference sheets are included in the test and answer books, so 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.)

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

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

SAY	<b>You will have 60 minutes to complete this test session.</b>
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Distribute the Grades 7–8 Mathematics test and answer books. Each student should receive the test and answer book with his or her name on it.

Contact your school assessment coordinator if you have books that do not belong to students in your testing room or if any books are missing.

SAY	<p>Your No. 2 pencil, your calculator, and your Grade ____ Mathematics test and answer book (<i>and reference sheet</i>) should be the only materials on your desk. Make sure you have the test and answer book with your name on it. You may not return to or change any answers from Session 1.</p> <p>Now, look at the box labeled <b>Session 2 Test Group Code</b>. Write the test group code _____ in the boxes, and grid the corresponding bubbles. (<i>Pause.</i>)</p> <p>Find the plastic tab sealing Session 2 of your book. Carefully pull the tab <b>out</b> and <b>down</b>. Do not remove any remaining pieces of the tab.</p>
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Make sure that all students pull the tabs correctly. If a student tears his or her book, obtain a replacement book with the same form number from your school assessment coordinator and record the new security number with your required administration information. The student’s responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	<p>Next, open your test and answer book to the beginning of Session 2. The session number is at the top of each page that follows. Right now, you may work only in Session 2.</p> <p>You will have 60 minutes to complete this test session. When you come to the STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1.</p> <p>Remember the following:</p> <ul style="list-style-type: none"> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.</li> <li>• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> </ul> <p>Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may use the blank space in your test and answer book as work space. Remember, you may refer to the <b>Directions for Completing the Response Grids</b> on pages 3 and 4 and the <i>Grade ____ FSA Mathematics Reference Sheet</i> at the beginning of the session at any time. Remember, do <b>not</b> remove the reference sheet from the test and answer book.</p>
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**If your school provided paper copies of the *Grade 7 or Grade 8 FSA Mathematics Reference Sheet* for students to use,**

SAY	<p>Now, look at your paper reference sheet. <i>(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.)</i> Please raise your hand if there are problems with your reference sheet.</p> <p>This is considered a secure document and must be returned with your test and answer book.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test.</p> <ul style="list-style-type: none"> <li>• Do not work in Session 1.</li> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look at another student’s test and answer book <i>(or reference sheet)</i> or allow another student to look at your test and answer book <i>(or reference sheet)</i>.</li> <li>• Do not ask for help answering any test questions.</li> <li>• Do not give help to another student in answering test questions.</li> <li>• You cannot have notes or scratch paper <i>(other than your reference sheet)</i>.</li> <li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your (<i>reference sheet,</i>) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your (<i>reference sheet,</i>) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

SAY	<p>You have 60 minutes to complete this test session. I will remind you when there are 10 minutes left in the session.</p> <p>Open your test and answer book to the beginning of Session 2 and begin working.</p>
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Complete the following:

STARTING time:	
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.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book.

After 50 minutes from the STARTING time,

SAY	You have 10 minutes to complete Session 2. Remember, do <b>not</b> go back to Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book.
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Provide students with a break before Session 3. You are responsible for maintaining the security of the test during the break between sessions. **If an extended break such as lunch occurs, all test materials should be collected and verified.** All test materials must be placed in **locked storage** until testing resumes.

**If the materials are collected before Session 3:**

Complete the following steps:

1. Make sure that each student returns his or her (reference sheet,) test and answer book and calculator, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.
4. 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

5. Return all materials to your school assessment coordinator until the beginning of Session 3.

# Script for Administering Accommodated Paper-Based Grades 7–8 Mathematics

## Session 3

### 60 Minutes

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

The following script should be used for students participating in Session 3 of the Grades 7–8 Mathematics assessment using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. Scripts and instructions for students using a braille version of the test are provided with the braille test materials and are also available on the Florida Statewide Assessments Portal.

**This test session is 60 minutes. Display starting and stopping times 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 Sessions 1 and 2. If any students have not completed Sessions 1 and 2, 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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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 10–11 in the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the four-digit test group code assigned by your school assessment coordinator.
4. Ensure that the Electronic Devices sign and Session 3 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying mathematical concepts).
6. Prior to testing, ensure that students have the following:
  - A No. 2 pencil
  - A handheld scientific calculator with the allowable functionality only
  - *Grade 7 or Grade 8 FSA Mathematics Reference Sheet* (Reference sheets are included in the test and answer books, so 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 3 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Sessions 1 and 2, then make sure that each student receives the same reference sheet that he or she used during Sessions 1 and 2.)

When the break between Session 2 and Session 3 is over, distribute the test and answer books if materials were collected and instruct students to return to their seats. Once they have done so,

<b>SAY</b>	<p>Now, you are going to take Session 3 of the Grade ____ FSA Mathematics test.</p> <p>You may not have any electronic or recording devices, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, Bluetooth/wireless headphones/earbuds, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. <b>If you access any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

<b>SAY</b>	<p><b>You will have 60 minutes to complete this test session.</b></p> <p>Now, look at the box labeled <b>Session 3 Test Group Code</b>. Write the test group code _____ in the boxes, and grid the corresponding bubbles. (<i>Pause.</i>)</p> <p>Find the remaining plastic tab sealing Session 3 of your book. Carefully pull the tab <b>out and down</b>. Do not remove any remaining pieces of the tab.</p>
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Make sure that all students pull the tabs correctly. If a student tears his or her book, obtain a replacement book with the same form number from your school assessment coordinator and record the new security number with your required administration information. The student’s responses from Sessions 1 and 2 will need to be transcribed into the new test and answer book.

SAY	<p>Next, open your test and answer book to the beginning of Session 3. The session number is at the top of each page that follows. Right now, you may work only in Session 3.</p> <p>You will have 60 minutes to complete this test session. When you come to the STOP sign, you have finished Session 3. If you complete Session 3 before time is called, go back and check your work. Do not go back and work in Sessions 1 or 2.</p> <p>Remember the following:</p> <ul style="list-style-type: none"> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.</li> <li>• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> <li>• When you have completed this session, you may review your work in this session only.</li> </ul> <p>Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may use the blank space in your test and answer book as work space. Remember, you may refer to the <b>Directions for Completing the Response Grids</b> on pages 3 and 4 and the <i>Grade ___ FSA Mathematics Reference Sheet</i> at the beginning of the session at any time. Remember, do <b>not</b> remove the reference sheet from the test and answer book.</p>
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**If your school provided paper copies of the *Grade 7 or Grade 8 FSA Mathematics Reference Sheet* for students to use,**

SAY	<p>Now, look at your paper reference sheet. <i>(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.)</i> Please raise your hand if there are problems with your reference sheet.</p> <p>This is considered a secure document and must be returned with your test and answer book.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 3 of the test.</p> <ul style="list-style-type: none"> <li>• Do not work in Session 1 or 2.</li> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look at another student’s test and answer book (<i>or reference sheet</i>) or allow another student to look at your test and answer book (<i>or reference sheet</i>).</li> <li>• Do not ask for help answering any test questions.</li> <li>• Do not give help to another student in answering test questions.</li> <li>• You cannot have notes or scratch paper (<i>other than your reference sheet</i>).</li> <li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your (<i>reference sheet,</i>) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option C**

SAY	When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your ( <i>reference sheet,</i> ) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.
	Please raise your hand if you have any questions.

Answer all questions.

SAY	You have 60 minutes to complete this test session. I will remind you when there are 10 minutes left in the session.
	Open your test and answer book to the beginning of Session 3 and begin working.

Complete the following:

STARTING time:	
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.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book.

After 50 minutes from the STARTING time,

SAY	You have 10 minutes to complete Session 3. Remember, do <b>not</b> go back to Session 1 or 2.
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After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book.
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Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her (reference sheet,) test and answer book and calculator, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.
4. 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

5. Return all materials to your school assessment coordinator as described on page 125 of the Spring 2022 PBT TA Manual.

# Script for Administering the Accommodated Paper-Based Algebra 1/Algebra 1 Retake/Geometry EOC Assessment

## Session 1

90+ Minutes



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

The following script should be used for students participating in Session 1 of the Algebra 1 EOC, Algebra 1 Retake, **and** the Geometry EOC assessment using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. For more information about Oral Presentation accommodations, see pages 120–132.

**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. The student should close his or her test and answer book and 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.**

- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying mathematical concepts).
6. Ensure that you understand your school assessment coordinator’s instructions regarding the length of time students should be permitted to test for this session. Display the stopping time where it is visible to all students. **Contact your school assessment coordinator if you have not already received timing information for Session 1.**
7. Prior to testing, ensure that students have the following:
  - A No. 2 pencil
  - *Algebra 1 EOC FSA Mathematics Reference Sheet* or *Geometry EOC FSA Mathematics Reference Sheet* (Reference sheets are included in the test and answer books, so paper reference sheets should be provided **only** if your school is providing copies for all students.)

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

SAY	<b>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.</b>
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Distribute the Algebra 1 EOC, Algebra 1 Retake EOC, or Geometry EOC test and answer books.

Contact your school assessment coordinator if you have preidentified books that do not belong to students in your testing room or if you need additional test and answer books. Update your required administration information as necessary.

**After distributing test and answer books,**

SAY	The only materials on your desk should be your No. 2 pencil and your <i>(Algebra 1 EOC)</i> <i>(Algebra 1 Retake EOC)</i> <i>(Geometry EOC)</i> test and answer book <i>(and reference sheet)</i> . Do not open your book.
	Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.

If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

SAY	Now, look at the box in the upper left corner of your test and answer book.
	Print your first and last names next to <b>Student Name</b> .
	Print your date of birth next to <b>Date of Birth</b> .
	Print _____ <i>(name of the school)</i> next to <b>School Name</b> .
	Print _____ <i>(name of the district)</i> next to <b>District Name</b> .
	Print _____ <i>(today’s date)</i> next to <b>Today’s Date</b> .

**The fields in the upper left corner of the test and answer book must be completed by each student even when a student PreID label is affixed.**

Once students have completed this information,

SAY	Now, look at the box labeled <b>Session 1 Test Group Code</b> . Write the test group code _____ in the boxes, and grid the corresponding bubbles.
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Wait until students have finished.

SAY	Your test and answer book has two plastic tabs. Find the first plastic tab on the right side of your book. Carefully pull the tab <b>out</b> and <b>down</b> . Do not remove any remaining pieces of the tab. Do not pull the second plastic tab.
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Make sure that all students pull the correct tab. If a student tears his or her book or removes the second plastic tab, contact your school assessment coordinator.

SAY	<p>Next, open your test and answer book to page 7. The session number is at the top of each page that follows. Today, you may work only in Session 1. Check the pages in Session 1 until you reach the STOP sign to see that all page numbers are in order and that there aren't any missing or upside-down pages. Do not read any of the items before the test begins.</p> <p>If you see any problems, raise your hand. <i>(Pause while students check the page numbers.)</i></p> <p>When you come to this STOP sign during the test, you have finished Session 1. Do <b>not</b> go on to Session 2. The pages of Session 2 are sealed. Do not break this seal. If you complete Session 1 before time is called, go back and check your work.</p> <p>Now, turn to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules.</p> <ul style="list-style-type: none"> <li>• Do not go on to Session 2.</li> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look at another student's test and answer book <i>(or reference sheet)</i> or allow another student to look at your test and answer book <i>(or reference sheet)</i>.</li> <li>• Do not ask for help answering any test questions.</li> <li>• Do not give help to another student in answering test questions.</li> <li>• You cannot have notes or scratch paper <i>(other than your reference sheet)</i>.</li> <li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p style="text-align: center;"><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature in your test and answer book to indicate that you understand the testing rules.</p>
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Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>You will have 90 minutes to complete this test session, and you will be permitted to continue working if you need additional time. Now, turn to the <b>Directions for Completing the Response Grids</b> on pages 3 and 4. Read silently as I read aloud.</p> <ol style="list-style-type: none"> <li><b>1. Work the problem and find an answer.</b></li> <li><b>2. Write your answer in the answer boxes at the top of the grid.</b> <ul style="list-style-type: none"> <li>• Write your answer with the first digit in the left answer box <b>OR</b> with the last digit in the right answer box.</li> </ul> </li> </ol>
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SAY	<ul style="list-style-type: none"> <li>• Write only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.</li> <li>• Be sure to write a decimal point, negative sign, or fraction bar in the answer box if it is a part of the answer.</li> </ul> <p><b>3. Fill in a bubble under each box in which you wrote your answer.</b></p> <ul style="list-style-type: none"> <li>• Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.</li> <li>• Fill in each bubble by making a solid mark that completely fills the circle.</li> <li>• You MUST fill in the bubbles accurately to receive credit for your answer.</li> </ul> <p><b>When a percent is required to answer a question, do NOT convert the percent to its decimal or fractional equivalent. Grid in the percent value without the % symbol. Do the same with dollar amounts.</b></p> <p><b>Do NOT write a mixed number, such as <math>13\frac{1}{4}</math>, in the answer boxes. Change the mixed number to an equivalent fraction, such as <math>\frac{53}{4}</math>, or to an equivalent decimal, such as 13.25. Do not try to fill in <math>13\frac{1}{4}</math>, as it would be read as <math>\frac{131}{4}</math> and would be counted wrong.</b></p> <p>You may refer to the <b>Directions for Completing the Response Grids</b> at any time during this session.</p> <p>Now, turn to page 5 in your test and answer book and look at the <i>(Algebra 1 EOC) (Geometry EOC) FSA Mathematics Reference Sheet</i>. The reference sheet contains formulas and conversions you may need to answer the mathematics questions. You may refer to this page at any time during this test session but do not tear the reference sheet out of the book. Now, close your book.</p>
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**If your school provided paper copies of the *Algebra 1 EOC FSA Mathematics Reference Sheet* or *Geometry EOC FSA Mathematics Reference Sheet* for students to use,**

SAY	Now, look at the top of your paper reference sheet. It should say <i>(Algebra 1 EOC) (Geometry EOC) FSA Mathematics Reference Sheet</i> . 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.
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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. <i>(Pause.)</i>
	This is considered a secure document and must be returned with your test and answer book.
	Please raise your hand if you have any questions.

Answer all questions.

SAY	<p>You will have 90 minutes to complete this test session.</p> <p>Remember the following:</p> <ul style="list-style-type: none"> <li>• Do not go on to Session 2.</li> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.</li> <li>• When gridding a bubble or bubbles to provide your answer, only grid the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> <li>• When you have completed this session, you may review your work in this session only.</li> </ul> <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you may use the blank space in your test and answer book as workspace.</p> <p>If you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. Close your test and answer book before you leave. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book (<i>and reference sheet</i>). Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test and answer book (<i>and reference sheet</i>). Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>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.</p> <p>Open your test and answer book to page 8 and begin working.</p>
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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.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today's date in the box in the upper left corner on the front cover of the replacement book.

After 45 minutes from the STARTING time,

SAY	<p><b>Stop.</b> Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.</p>
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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. When you come to the STOP sign, you have finished Session 1. You may <b>not</b> go on to Session 2. Remember, if you finish early, go back and check your work.
	Make sure you are on the page where you left off. You may now continue working.

After 35 minutes,

SAY	There are 10 minutes left in the 90-minute test session. Remember, do <b>not</b> go on to Session 2.
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After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. 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, I will collect your test and answer book ( <i>and reference sheet</i> ) now.

Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** 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, 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.
	Now, open your test and answer book and continue working.

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish Session 1. Remember, do <b>not</b> go on to Session 2.
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After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book.
-----	--

Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book (and reference sheet), and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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.

- 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

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

# Script for Administering the Accommodated Paper-Based Algebra 1/Algebra 1 Retake/Geometry EOC Assessment

## Session 2

### 90+ Minutes

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

The following script should be used for students participating in Session 2 of the Algebra 1 EOC, Algebra 1 Retake EOC, **and** the Geometry EOC assessment using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. For more information about Oral Presentation accommodations, see pages 120–132.

**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. The student should close his or her test and answer book and 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.**

- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying mathematical concepts).
6. Ensure that you understand your school assessment coordinator’s instructions regarding the length of time students should be permitted to test for this session. Display the stopping time where it is visible to all students. **Contact your school assessment coordinator if you have not already received timing information for Session 2.**
7. Prior to testing, ensure that students have the following:
  - A No. 2 pencil
  - A handheld scientific calculator with the allowable functionality only
  - *Algebra 1 EOC FSA Mathematics Reference Sheet* or *Geometry EOC FSA Mathematics Reference* (Reference sheets are included in the test and answer books, so 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.)

SAY	Today, you are going to take Session 2 of the ( <i>Algebra 1 EOC</i> ) ( <i>Algebra 1 Retake EOC</i> ) ( <i>Geometry EOC</i> ) test. If you have not taken Session 1 of the ( <i>Algebra 1 EOC</i> ) ( <i>Algebra 1 Retake EOC</i> ) ( <i>Geometry EOC</i> ) test, please raise your hand.
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If a student raises his or her hand, contact your school assessment coordinator.

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

SAY	<b>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.</b>
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Distribute the Algebra 1 EOC, Algebra 1 Retake EOC, or Geometry EOC test and answer books. Each student should receive the test and answer book with his or her name on it.

Contact your school assessment coordinator if you have books that do not belong to students in your testing room or if any books are missing.

SAY	<p>Your (<i>reference sheet,</i>) No. 2 pencil, calculator, and (<i>Algebra 1 EOC</i>) (<i>Algebra 1 Retake EOC</i>) (<i>Geometry EOC</i>) test and answer book should be the only materials on your desk. Make sure you have the test and answer book with your name on it. You may not return to or change any answers from Session 1.</p> <p>Now, look at the box labeled <b>Session 2 Test Group Code</b>. Write the test group code _____ in the boxes, and grid the corresponding bubbles. (<i>Pause.</i>)</p> <p>Find the remaining plastic tab sealing Session 2 of your book. Carefully pull the tab <b>out</b> and <b>down</b>. Do not remove any remaining pieces of the tab.</p>
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Make sure that all students pull the tabs correctly. If a student tears his or her book, obtain a replacement book with the same form number from your school assessment coordinator and record the new security number with your required administration information. The student’s responses from Session 1 will need to be transcribed into the new test and answer book.

SAY	<p>Next, open your test and answer book to the beginning of Session 2. The session number is at the top of each page that follows. Today, you may work only in Session 2.</p> <p>You will have 90 minutes to complete this test session. When you come to the STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1.</p> <p>Remember the following:</p> <ul style="list-style-type: none"> <li>• Do not work in Session 1.</li> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.</li> </ul>
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SAY	<ul style="list-style-type: none"> <li>When gridding a bubble or bubbles to provide your answer, only grid the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> </ul> <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>If you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. Close your test and answer book before you leave. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>You may not have scratch paper, but you may use the blank space in your test and answer book as workspace. Remember, you may refer to the <b>Directions for Completing the Response Grids</b> on pages 3 and 4 and the <i>(Algebra 1 EOC FSA Mathematics Reference Sheet)</i> <i>(Geometry EOC FSA Mathematics Reference Sheet)</i> at the beginning of the session at any time. Remember, do not remove the reference sheet from the test and answer book. Now, close your book.</p>
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**If your school provided paper copies of the *Algebra 1 EOC FSA Mathematics Reference Sheet* or *Geometry EOC FSA Mathematics Reference Sheet* for students to use,**

SAY	<p>Now, look at your reference sheet. <i>(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.)</i> Please raise your hand if there are problems with your reference sheet.</p> <p>This is considered a secure document and must be returned with your test and answer book.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test.</p> <ul style="list-style-type: none"> <li>Do not work in Session 1.</li> <li>Do not talk to other students or make any disturbance.</li> <li>Do not look at another student's test and answer book <i>(or reference sheet)</i> or allow another student to look at your test and answer book <i>(or reference sheet)</i>.</li> <li>Do not ask for help answering any test questions.</li> <li>Do not give help to another student in answering test questions.</li> <li>You cannot have notes or scratch paper <i>(other than your reference sheet)</i>.</li> <li>You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul>
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SAY	<p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Are there any questions?</p>
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Answer all questions.

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

**Option A**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option B**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your (<i>reference sheet,</i>) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option C**

SAY	<p>When you have finished this session, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your (<i>reference sheet,</i>) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>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.</p> <p>Open your test and answer book to the beginning of Session 2 and begin working.</p>
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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.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today's date in the box in the upper left corner on the front cover of the replacement book.

After 45 minutes from the STARTING time,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
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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 page where you left off. You may now continue working.
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After 35 minutes,

SAY	There are 10 minutes left in the 90-minute test session. Remember, do <b>not</b> go back to Session 1.
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After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. 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, I will collect your ( <i>reference sheet,</i> ) test and answer book and calculator now.
-----	--

Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** 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, 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.
	Now, open your test and answer book and continue working.

At 10 minutes before the stopping time,

SAY	You have 10 minutes to complete Session 2. Remember, do <b>not</b> go back to Session 1.
-----	--

After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book.
-----	--

Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her (reference sheet,) test and answer book and calculator, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.
4. 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

5. Return all materials to your school assessment coordinator as described on page 125 of the Spring 2022 PBT TA Manual.

# Script for Administering the Accommodated Paper-Based Biology 1 EOC Assessment

## 160+ Minutes

The following script should be used for students participating in the Biology 1 EOC assessment using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. For more information about Oral Presentation accommodations, see pages 120–132.

**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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying scientific concepts).
6. Prior to testing, ensure that students have the following:
  - A No. 2 pencil
  - A *Periodic Table of the Elements*
  - A handheld four-function calculator

SAY	<p>Today, you will take the Biology 1 EOC test.</p> <p>You may not have any electronic or recording devices except a four-function 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, smartwatches, cameras, Bluetooth/wireless headphones/earbuds, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. <b>If you access any electronic or recording devices at any time during this test, including breaks, your test will not be scored.</b> If you have any devices with you right now, please turn them off and raise your hand.</p>
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If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

SAY	<p><b>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.</b></p>
-----	---

Distribute the Biology 1 EOC test and answer books.

Contact your school assessment coordinator if you have preidentified books that do not belong to students in your testing room or if you need additional test and answer books. Update your required administration information as necessary.

### **After distributing test and answer books,**

SAY	<p>The only materials on your desk should be your No. 2 pencil, your calculator, your Biology 1 EOC test and answer book, and your <i>Periodic Table of the Elements</i>. Do not open your book.</p> <p>Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.</p>
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If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

SAY	<p>Now, look at the box in the upper left corner of your test and answer book.</p> <p>Print your first and last names next to <b>Student Name</b>.</p> <p>Print your date of birth next to <b>Date of Birth</b>.</p> <p>Print _____ (<i>name of the school</i>) next to <b>School Name</b>.</p> <p>Print _____ (<i>name of the district</i>) next to <b>District Name</b>.</p> <p>Print _____ (<i>today's date</i>) next to <b>Today's Date</b>.</p>
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**The fields in the upper left corner of the test and answer book must be completed by each student even when a student PreID label is affixed.**

Once students have completed this information,

SAY	<p>Now, look at the box labeled <b>Test Group Code</b>. Write the test group code _____ in the boxes, and grid the corresponding bubbles.</p>
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Wait until students have finished.

SAY	<p>Your test and answer book has one plastic tab. Find the plastic tab on the right side of your book. Carefully pull the tab <b>out</b> and <b>down</b>. Do not remove any remaining pieces of the tab.</p>
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Make sure that all students pull the tab. If a student tears his or her book, contact your school assessment coordinator.

SAY	<p>Now, open your test and answer book to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules.</p> <ul style="list-style-type: none"> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look another student's test materials.</li> <li>• Do not allow another student to look at your test materials.</li> <li>• Do not ask for help answering any test questions.</li> <li>• Do not give help to another student in answering test questions.</li> <li>• You cannot have notes or scratch paper.</li> <li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p style="text-align: center;"><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature in your test and answer book to indicate that you understand the testing rules.</p>
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Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Now, look at page 3 of your book. The picture of the four-function calculator indicates the function of each of the keys. Note that some calculators display the negative sign to the right of the numbers rather than to the left.</p> <p>Let's perform a calculator check. Key in the subtraction problem <i>three minus seven</i>. Your calculator will display the answer as a 4 followed by a negative sign or as a negative sign followed by a 4 (<i>4 – or – 4</i>). Either is correct.</p> <p>The bottom half of the page lists Helpful Hints for Using a Four-Function Calculator. Take a moment to read through the list of hints. You may refer to this page at any time during the test.</p>
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Pause to allow students time to review the list.

SAY	<p>Turn to page 6 and read silently as I read aloud the directions at the top of the page.</p> <p style="text-align: center;"><b>Read each item carefully and use the space in this Test and Answer Book to do your work. Fill in the bubble completely beside the answer you choose. If you change your answer, be sure to erase completely.</b></p> <p>Now, close your test and answer book.</p> <p>Look at the <i>Periodic Table of the Elements</i>. You may refer to the periodic table at any time during the Biology 1 EOC Assessment.</p> <p>Remember the following:</p> <ul style="list-style-type: none"> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble that you choose for your answer. If you change an answer, be sure to erase completely.</li> <li>• When filling in a bubble to provide your answer, only fill in the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> <li>• When you have completed this test, you may review your work.</li> </ul> <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p>
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SAY	<p>You may not have scratch paper, but you <b>may</b> use the blank space in your test and answer book as workspace.</p> <p>If you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. Place your periodic table inside your test and answer book and close your book before you leave. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

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

**Option A**

SAY	<p>When you have finished the test, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test materials. Once I have collected your test and answer book, I will not be able to return it to you.</p> <p>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.</p> <p>If you finish the test after the stretch break, you may leave quietly once I have collected your test materials.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option B**

SAY	<p>When you have finished the test, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test materials. Once I have collected your test and answer book, I will not be able to return it to you. Then you must sit quietly until everyone is finished.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option C**

SAY	<p>When you have finished the test, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test materials. Once I have collected your test and answer book, I will not be able to return it to you. Then you must sit quietly until everyone is finished. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>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.</p> <p>Open your test and answer book to page 6 and begin working.</p>
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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.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book.

After 80 minutes from the STARTING time,

SAY	<p><b>Stop.</b> Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.</p>
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**If your school selected Option A,**

SAY	<p>Please raise your hand if you have completed 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, wait quietly as I dismiss these students. We will resume testing after the break.</p>
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Confirm that you have collected all test materials from students who are being dismissed at this time.

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. Remember, if you finish early, go back and check your work.  Make sure you are on the page where you left off. You may now continue working.
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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.
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After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. 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, I will collect your test and answer book, calculator, and periodic table now.
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Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** 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, 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.**

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.  Now, open your test and answer book and continue working.
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At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish the test.
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After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book.
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Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book, periodic table, and calculator, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is accurate and complete and includes arrows to indicate which direction students are facing.
2. Keep periodic tables in a separate stack and, if necessary, remove any stray periodic tables from test and answer books.

3. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.
4. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.
5. 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

6. Return all materials to your school assessment coordinator as described on page 125 of the Spring 2022 PBT TA Manual.

# Script for Administering the Accommodated Paper-Based Civics/U.S. History EOC Assessment

## 160+ Minutes

The following script should be used for students participating in the Civics or U.S. History EOC assessment using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. For more information about Oral Presentation accommodations, see pages 120–132.

**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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test session.
3. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that each student has a No. 2 pencil.
6. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying government concepts).

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

SAY	<p><b>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.</b></p>
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Distribute the Civics or U.S. History EOC test and answer books.

Contact your school assessment coordinator if you have preidentified books that do not belong to students in your testing room or if you need additional test and answer books. Update your required administration information as necessary.

### **After distributing test and answer books,**

SAY	<p>The only materials on your desk should be your No. 2 pencil and your <i>(Civics EOC) (U.S. History EOC)</i> test and answer book. Do not open your book.</p> <p>Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.</p>
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If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

SAY	<p>Now, look at the box in the upper left corner of your test and answer book.</p> <p>Print your first and last names next to <b>Student Name</b>.</p>
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SAY	Print your date of birth next to <b>Date of Birth</b> .
	Print _____ ( <i>name of the school</i> ) next to <b>School Name</b> .
	Print _____ ( <i>name of the district</i> ) next to <b>District Name</b> .
	Print _____ ( <i>today's date</i> ) next to <b>Today's Date</b> .

**The fields in the upper left corner of the test and answer book must be completed by each student even when a student PreID label is affixed.**

Once students have completed this information,

SAY	Now, look at the box labeled <b>Test Group Code</b> . Write the test group code _____ in the boxes, and grid the corresponding bubbles.
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Wait until students have finished.

SAY	Your test and answer book has one plastic tab. Find the plastic tab on the right side of your book. Carefully pull the tab <b>out</b> and <b>down</b> . Do not remove any remaining pieces of the tab.
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Make sure that all students pull the tab. If a student tears his or her book, contact your school assessment coordinator.

SAY	Now, open your test and answer book to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules.
	<ul style="list-style-type: none"><li>• Do not talk to other students or make any disturbance.</li><li>• Do not look another student's test materials.</li><li>• Do not allow another student to look at your test materials.</li><li>• Do not ask for help answering any test questions.</li><li>• Do not give help to another student in answering test questions.</li><li>• You cannot have notes or scratch paper.</li><li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li></ul>
	Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.  Are there any questions?

Answer all questions.

SAY	Now, read silently as I read the Testing Rules Acknowledgment out loud.
	<p><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature in your test and answer book to indicate that you understand the testing rules.</p>

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Turn to page 4 and read silently as I read aloud the directions at the top of the page.</p> <p><b>Read each item in this Test and Answer Book. Then, choose the best answer to each item. Fill in the bubble completely beside the answer you choose. If you change your answer, be sure to erase completely.</b></p> <p>Now, close your test and answer book. Remember the following:</p> <ul style="list-style-type: none"> <li>• Mark your answers directly in your test and answer book.</li> <li>• Read each item carefully so you will understand how to respond.</li> <li>• Completely fill in the bubble that you choose for your answer. If you change an answer, be sure to erase completely.</li> <li>• When filling in a bubble to provide your answer, only fill in the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li> <li>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <b>not</b> be scored.</li> <li>• When you have completed this test, you may review your work.</li> </ul> <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you <b>may</b> use the blank space in your test and answer book as workspace.</p> <p>If you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. Close your test and answer book before you leave. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

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

**Option A**

SAY	<p>When you have finished the test, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test materials. Once I have collected your test and answer book, I will not be able to return it to you.</p> <p>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.</p> <p>If you finish the test after the stretch break, you may leave quietly once I have collected your test materials.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option B**

SAY	<p>When you have finished the test, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test materials. Once I have collected your test and answer book, I will not be able to return it to you. Then you must sit quietly until everyone is finished.</p> <p>Please raise your hand if you have any questions.</p>
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**OR**

**Option C**

SAY	<p>When you have finished the test, review your work carefully and make sure you have answered every question. Then, close your test and answer book and raise your hand. I will collect your test materials. Once I have collected your test and answer book, I will not be able to return it to you. Then you must sit quietly until everyone is finished. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

SAY	<p>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.</p> <p>Open your test and answer book to page 4 and begin working.</p>
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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.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book with a new student PreID label. Do not remove the student PreID label from the defective book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today's date in the box in the upper left corner on the front cover of the replacement book.

After 80 minutes from the STARTING time,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.
-----	--

**If your school selected Option A,**

SAY	Please raise your hand if you have completed 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, wait quietly as I dismiss these students. We will resume testing after the break.
-----	---

Confirm that you have collected all test materials from students who are being dismissed at this time.

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. Remember, if you finish early, go back and check your work.  Make sure you are on the page where you left off. You may now continue working.
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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.
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After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book. 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, I will collect your test and answer book now.
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Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** 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, 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.**

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.  Now, open your test and answer book and continue working.
-----	---

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish the test.
-----	---

After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test and answer book.
-----	--

Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test and answer book, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.
4. 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

5. Return all materials to your school assessment coordinator as described on page 125 of the Spring 2022 PBT TA Manual.

# Script for Administering the Accommodated Paper-Based Florida Civic Literacy Exam (FCLE)

160+ Minutes

The following script should be used for students participating in the Florida Civic Literacy Exam (FCLE) assessment using a regular print, large print, or one-item-per-page paper-based accommodation.

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.

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 113–115. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 116–119. For more information about Oral Presentation accommodations, see pages 120–132.

**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.**

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. The student should close his or her test and answer book and 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.**
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a 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 10–11 of the Spring 2022 PBT TA Manual, including removing or covering any visual aids on boards or walls.
2. Ensure that you have all test materials needed for this test.
3. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.
4. 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 on the Florida Statewide Assessments Portal.)
5. Ensure that each student has a No. 2 pencil.
6. Ensure that all student desktops are cleared off and are free of any unauthorized aids (e.g., charts displaying government concepts).

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

<b>SAY</b>	<b>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.</b>
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Distribute the FCLE answer books.

Contact your school assessment coordinator if you have preidentified answer books that do not belong to students in your testing room or if you need additional answer books. Update your required administration information as necessary.

### **After distributing answer books,**

<b>SAY</b>	The only materials on your desk should be your No. 2 pencil and your FCLE answer book. Do not open your answer book.  Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.
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If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

SAY	<p>Now, look at the box in the upper left corner of your answer book.</p> <p>Print your first and last names next to <b>Student Name</b>.</p> <p>Print your date of birth next to <b>Date of Birth</b>.</p> <p>Print _____ (<i>name of the school</i>) next to <b>School Name</b>.</p> <p>Print _____ (<i>name of the district</i>) next to <b>District Name</b>.</p> <p>Print _____ (<i>today's date</i>) next to <b>Today's Date</b>.</p>
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**The fields in the upper left corner of the student answer book must be completed by each student even when a student PreID label is affixed.**

Once students have completed this information,

SAY	<p>Now, look at the box labeled <b>Test Group Code</b>. Write the test group code _____ in the boxes, and grid the corresponding bubbles.</p>
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Wait until students have finished.

Distribute the FCLE test books.

SAY	<p>Now, the only materials on your desk should be your No. 2 pencil, your FCLE test book, and your answer book. Do not open your test book or answer book.</p> <p>Write your name on the bottom of your test book. (<i>Pause.</i>)</p> <p>Your test book has one plastic seal tab. Find the plastic tab on the right side of your book. Carefully pull the tab <b>out</b> and <b>down</b>. Do not remove any remaining pieces of the tab.</p>
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Make sure that all students pull the tab. If a student tears his or her book, obtain a replacement from your school assessment coordinator and record the new security number with your required administration information.

SAY	<p>Now, open your test book to page 2 and look at the Testing Rules Acknowledgment at the top of the page. Please listen as I read the testing rules.</p> <ul style="list-style-type: none"> <li>• Do not talk to other students or make any disturbance.</li> <li>• Do not look another student's test book or answer book or allow another student to look at your test book or answer book.</li> <li>• Do not ask for help answering any test questions.</li> <li>• Do not give help to another student in answering test questions.</li> <li>• You cannot have notes or scratch paper.</li> <li>• You cannot have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them.</li> </ul> <p>Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.</p> <p>Are there any questions?</p>
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Answer all questions.

SAY	<p>Now, read silently as I read the Testing Rules Acknowledgment out loud.</p> <p style="text-align: center;"><b>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</b></p> <p>Now, sign your name on the line next to Signature to indicate that you understand the testing rules.</p>
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Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY	<p>Turn to page 4 and read silently as I read aloud the directions at the top of the page.</p> <p style="text-align: center;"><b>Read each item carefully. Use the space in this Test Book to do your work as needed. Then, fill in the bubble completely in your Answer Book for the answer you have chosen. If you change your answer, be sure to erase completely.</b></p> <p>Now, close your test book. Remember the following:</p> <ul style="list-style-type: none"><li>• Mark your answers directly in your answer book.</li><li>• Read each item carefully so you will understand how to respond.</li><li>• Completely fill in the bubble that you choose for your answer. If you change an answer, be sure to erase completely.</li><li>• Do not make a mark in any of the other bubbles. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</li><li>• Do not circle answers. If you circle the answers instead of filling in the bubbles, your answers will <b>not</b> be scored.</li><li>• When you have finished, check through your answers to make sure you have filled in only one bubble for each multiple-choice question.</li></ul> <p>Try to answer every question. If you aren't sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.</p> <p>You may not have scratch paper, but you <b>may</b> use the blank space in your test book as workspace.</p> <p>If you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. Close your test book and answer book before you leave. While outside the testing room, you are <b>not</b> permitted to access any electronic devices or discuss the test with anyone.</p> <p>Please raise your hand if you have any questions.</p>
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Answer all questions.

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

**Option A**

SAY	<p>When you have finished the test, review your work carefully and make sure you have answered every question. Then, close your test book and answer book and raise your hand. I will collect your test materials. Once I have collected your test book and answer book, I will not be able to return them to you.</p> <p>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.</p> <p>If you finish the test after the stretch break, you may leave quietly once I have collected your test materials.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option B**

SAY	<p>When you have finished the test, review your work carefully and make sure you have answered every question. Then, close your test book and answer book and raise your hand. I will collect your test materials. Once I have collected your test book and answer book, I will not be able to return them to you. Then you must sit quietly until everyone is finished.</p> <p>Please raise your hand if you have any questions.</p>
-----	---

**OR**

**Option C**

SAY	<p>When you have finished the test, review your work carefully and make sure you have answered every question. Then, close your test book and answer book and raise your hand. I will collect your test materials. Once I have collected your test book and answer book, I will not be able to return them to you. Then you must sit quietly until everyone is finished. You may read, but you may not write.</p> <p>Please raise your hand if you have any questions.</p>
-----	--

Answer all questions.

SAY	<p>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.</p> <p>Open your test book and answer book and begin working.</p>
-----	---

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.

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 contact your school assessment coordinator in an 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.

If a defective book is found during testing, contact your school assessment coordinator to obtain a replacement book. Grid the DNS bubble on the defective book and set it aside.

Add the new security number to your required administration information. Direct the student to write his or her name, date of birth, school name, district name, and today's date in the box in the upper left corner on the front cover of the replacement book.

After 80 minutes from the STARTING time,

SAY	<b>Stop.</b> Put your pencil down and close your test book and answer book. You may stand and stretch, but do not talk.
-----	---

**If your school selected Option A,**

SAY	Please raise your hand if you have completed 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, wait quietly as I dismiss these students. We will resume testing after the break. <i>(Pause.)</i>
-----	---

Confirm that you have collected all test materials from students who are being dismissed at this time.

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 page 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	<b>Stop.</b> Put your pencil down and close your test book and answer book. 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, I will collect your test book and answer book now.
-----	---

Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished, **or** 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, 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.  Now, open your test book and answer book and continue working.
-----	--

At 10 minutes before the stopping time,

SAY	You have 10 minutes to finish the test.
-----	---

After 10 more minutes,

SAY	<b>Stop.</b> Put your pencil down and close your test book and answer book.
-----	---

Collect test materials.

Complete the following steps:

1. Make sure that each student returns his or her test book and answer book, and indicate on your required administration information that each book is returned. Also make sure that your testing room seating chart is 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. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.

4. 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

5. Return all materials to your school assessment coordinator as described on page 125 of the Spring 2022 PBT TA Manual.

# Large Print Test Administrator Instructions

These instructions serve as a guideline for administering paper-based assessments to students who use large print materials. These instructions should be used along with the paper-based test administration scripts on pages 2–112 of this document.

**Note:** Normal print font is 12pt Verdana. Large Print font is 18pt Verdana.

## Assemble Large Print Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using large print materials. Read the following information to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator. See *Test Administrator Responsibilities Before Testing* on pages 10–15 of the Spring 2022 PBT TA Manual for additional information.

Students using large print materials record their responses directly in the large print test documents. A regular print test document (Form 1) is also included in each large print test materials kit. **School/district personnel are responsible for transcribing student responses into the regular print test document, applying a PreID label to the regular print test document, and ensuring that all information on the front of each student’s regular print test document has been filled in accurately.** Large print test documents that are not transcribed into regular print test documents with correct PreID labels will likely fall into late reporting.

Assemble the following large print test materials:

- **Test Administrator**
  - Required Administration Information
  - Sheet of Blank PreID Labels
  - Regular Print Test Documents
  - Special Document Return Envelopes
  - Approved Regular Four-Function Calculator (Biology 1 EOC only) or Approved Regular Scientific Calculator (Grades 7–8 Mathematics, Sessions 2 and 3 only; FSA EOCs, Session 2 only)
- **Student Test Materials**
  - Large Print Test and Answer Books
  - Large Print ELA Writing Planning Sheets (ELA Writing only)
  - Large Print *Periodic Table of the Elements* (NGSSS Biology 1 only)
  - Approved Scientific Calculators, including large display/talking calculators (Grades 7–8 Mathematics Sessions 2 and 3 only; FSA EOCs Session 2 only)
  - Approved four-function calculators, including large display/talking calculators (Biology 1 EOC only)

## **Large Print Scripts**

You will use the test administration scripts on pages 2–112 of this document to administer Grades 7–10/Retake ELA Writing, Grades 7–10/Retake ELA Reading, Grades 7–8 Mathematics, Algebra 1 EOC, Algebra 1 EOC Retake, Biology 1 EOC, Civics EOC, Geometry EOC, and U.S. History EOC assessments and the FCLE to students using large print materials. **No modifications to the paper-based test administration scripts are necessary to administer large print tests.**

## **Prepare Student Large Print Documents**

To ensure that each student’s test documents are processed correctly, ensure that the student name, date of birth, school name, district name, and today’s date are written on the front cover of the large print test document.

PreID labels must be applied and all information on the front of each student’s regular print test document must be filled in accurately and completely.

## **Distribute Large Print Materials**

Refer to the information on page 130 of the Spring 2022 PBT TA Manual and to the *Test Administrator Responsibilities Before Testing* section on pages 10–15, as well as the information in the *Test Administrator Responsibilities During Testing* section on pages 16–18 of the Spring 2022 PBT TA Manual to ensure that you have all necessary materials.

## **Transcribe Large Print Student Responses**

Students using large print materials will record their responses directly in the large print test document. School/district personnel **must** transcribe the student’s responses from the large print test document into the **regular print test document** using a number 2 pencil. It is recommended that one school/district staff member transcribes the student’s responses into the regular print document and another staff member reviews the transcription to ensure accuracy. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of each student’s regular print document has been filled in accurately and completely, and for transcribing the student’s responses into the regular print document before placing it in the student’s Special Document Return Envelope.

Flexible responding accommodations should be provided as necessary to eligible students using large print materials to ensure that student responses are recorded correctly. For a student who cannot write legibly, you should record or transcribe the student’s responses into the regular print test document provided for the student. If a student provides a typed response, ensure it is taped into the regular print test document following the instructions on pages 133–134. If a student using large print materials provides verbal or signed responses, you **must** record the student’s responses in the student’s regular print test document. In these cases, **include the student’s large print test materials and the regular print test document containing his or her responses in the student’s Special Document Return Envelope.**

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

See page 6 of the *2021–2022 Statewide Assessments Accommodations Guide* on the Florida Statewide Assessments Portal for additional information on flexible responding accommodations.

## Return Large Print Materials

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see page 11 of the Spring 2022 PBT TA Manual). Make a copy for your files. Notify the school assessment coordinator immediately if any secure test materials are missing.
2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information. For each student who tested using large print materials, ensure that flexible presentation, flexible responding, and any other category of accommodations used during the test are recorded.
3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
4. Ensure that the student name, date of birth, school name, district name, and today's date are written in the box on the front cover of each student's large print test document.
5. Ensure that a PreID label has been applied and all information on the front of each student's regular print document has been filled in accurately and completely.
6. If a test is TO BE SCORED, verify that the DNS bubble has not been gridded. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.
7. Ensure that each student's responses have been transcribed from the large print test document into the student's regular print test document.
8. Place each student's test materials (e.g., large print test document, regular print test document) in the Special Document Return Envelope. **Do not place materials for more than one student in the same envelope.** Do not seal the envelope(s).
9. Complete a Special Document Return Envelope for each student according to the instructions on the envelope.
10. Return the completed Special Document Return Envelopes and all other materials to your school assessment coordinator for transcription.

# One-Item-Per-Page Test Administrator Instructions

These instructions serve as a guideline for administering paper-based assessments to students who use one-item-per-page materials. These instructions should be used along with the paper-based test administration scripts on pages 2–112 of this document.

## Assemble One-Item-Per-Page Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using one-item-per-page materials. Read the following information to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator. See *Test Administrator Responsibilities Before Testing* on pages 10–15 of the Spring 2022 PBT TA Manual for additional information.

Students using one-item-per-page materials record their responses directly in the one-item-per-page test document. A regular print test document (Form 1) is also included in each one-item-per-page test materials kit. **School/district personnel are responsible for transcribing student responses into the regular print test document, applying a PreID label to the regular print test document, and ensuring that all information on the front of each student’s regular print test document has been filled in accurately.** One-item-per-page print test documents that are not transcribed into a regular print test document with correct PreID labels will likely fall into late reporting.

Assemble the following one-item-per-page test materials:

- **Test Administrator**
  - Required Administration Information
  - Sheet of Blank PreID Labels
  - Regular Print Test Documents
  - Special Document Return Envelopes
  - Approved Regular Four-Function Calculator (Biology 1 EOC only) or Approved Regular Scientific Calculator (Grades 7–8 Mathematics, Sessions 2 and 3 only; FSA EOCs, Session 2 only)
- **Student Test Materials**
  - One-Item-Per-Page Test and Answer Books
  - ELA Writing Planning Sheets (ELA Writing only)
  - Reference Sheets (Grades 7–8 Mathematics and FSA EOCs only)
  - *Periodic Table of the Elements* (inside the one-item-per-page test book) (NGSSS Biology 1 only)
  - Approved Scientific Calculators, including large display/talking calculators (Grades 7–8 Mathematics Sessions 2 and 3 only; FSA EOCs Session 2 only)
  - Approved four-function calculators, including large display/talking calculators (Biology 1 EOC only)

## One-Item-Per-Page Scripts

You will use the test administration scripts on pages 2–112 of this document to administer Grades 7–10/Retake ELA Writing, Grades 7–10/Retake ELA Reading, Grades 7–8 Mathematics, Algebra 1 EOC, Algebra 1 EOC Retake, Biology 1 EOC, Civics EOC, Geometry EOC, and U.S. History EOC assessments and the FCLE to students using one-item-per-page materials. **Modifications to the test administration scripts should be made as specified below.** It is important that you review the scripts and modifications before testing begins.

- **Modification for Algebra 1 and Geometry**
  - Remove the mathematics reference sheet from the one-item-per-page test document by opening the binder rings and instruct students to refer to the reference sheet at any time during the test.
- **Modification for Biology 1**
  - Remove the *Periodic Table of the Elements* from the one-item-per-page test document by opening the binder rings and instruct students to refer to the periodic table at any time during the test.
- **Modification for All Subjects**
  - Instruct students to print their name, school name, and district name in the box on the title page of the one-item-per-page test document. The box in the upper right corner of the title page must be completed by each student, and school/district personnel will be responsible for applying a PreID label and ensuring that all information on the front of each student’s regular print test document has been filled in accurately and completely.
  - Omit instructions to grid the test group code. School staff should grid the appropriate test group code(s) on the front of each student’s regular print test document.
  - Omit instructions to remove the seal. The one-item-per-page test documents do not contain seals.
  - Refer to or distribute the appropriate page(s) to students as the remaining directions in the scripts are read aloud.

## Prepare Student One-Item-Per-Page Documents

To ensure that each student’s test documents are processed correctly, ensure that the student name, school name, and district name are written on the title page of the one-item-per-page test document.

PreID labels must be applied and all information on the front of each student’s regular print test document must be filled in accurately and completely.

## Distribute One-Item-Per-Page Materials

Refer to the information in the *Test Administrator Responsibilities Before Testing* section on pages 10–15 of the Spring 2022 PBT TA Manual, as well as the information in the *Test Administrator Responsibilities During Testing* section on pages 16–18 of the Spring 2022 PBT TA Manual, to ensure that you have all necessary materials.

## **Transcribe One-Item-Per-Page Student Responses**

Students using one-item-per-page materials will record their responses directly in the one-item-per-page test document. School/district personnel **must** transcribe the student's responses from the one-item-per-page test document into the **regular print test document** using a number 2 pencil. It is recommended that one school/district staff member transcribes the student's responses into the regular print test document and another staff member reviews the transcription to ensure accuracy. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of each student's regular print test document has been filled in accurately and completely, and for transcribing the student's responses into the regular print document before placing it in the student's Special Document Return Envelope.

Flexible responding accommodations should be provided as necessary to eligible students using one-item-per-page materials to ensure that student responses are recorded correctly. For a student who cannot write legibly, you should record or transcribe the student's responses into the regular print test document provided for the student. If a student provides a typed response, ensure it is taped into the regular print test document following the instructions on pages 133–134. If a student using one-item-per-page materials provides verbal or signed responses, you **must** record the student's responses in the student's regular print test document. **Include the student's one-item-per-page test materials and the regular print test document containing his or her responses in the student's Special Document Return Envelope.**

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

See page 6 of the *2021–2022 Statewide Assessments Accommodations Guide* on the Florida Statewide Assessments Portal for additional information on flexible responding accommodations.

## **Return One-Item-Per-Page Materials**

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see page 11 of the Spring 2022 PBT TA Manual). Make a copy for your files. Notify the school assessment coordinator immediately if any secure test materials are missing.
2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information. For each student who tested using one-item-per-page materials, ensure that flexible presentation, flexible responding, and any other category of accommodations used during the test are recorded.
3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.
4. Ensure that the student name, school name, and district name are written in the box on the title page of each student's one-item-per-page test document.
5. Ensure that a PreID label has been applied and all information on the front of each student's regular print test document has been filled in accurately and completely.

6. If a test is TO BE SCORED, verify that the DNS bubble has not been gridded. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.
7. Ensure that student responses have been transcribed from the one-item-per-page test document into the student's regular print test document.
8. Place each student's test materials (e.g., one-item-per-page test document, regular print test document) in the Special Document Return Envelope. **Do not place materials for more than one student in the same envelope.** Do **not** seal the envelope(s).
9. Complete the Special Document Return Envelope for each student according to the instructions on the envelope.
10. Return the completed Special Document Return Envelopes and all other materials to your school assessment coordinator for transcription.

# 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 FSA Mathematics, FSA EOCs, NGSSS Science, NGSSS EOCs, or 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 Reading and ELA Writing 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 he or she has 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 pages 8–9 of the *2021–2022 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.
  - 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.

## ELA Examples

Example:

<p><b>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.</b></p>	<p>Directions may be read aloud.</p>
<p>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.</p> <p>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.</p> <p>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.</p>	<p>Do <b>not</b> read anything in this portion of the item aloud. (A passage in ELA Reading may <b>not</b> be read aloud.)</p>

<p><b>Now answer Numbers 14 through 16. Choose the correct word or phrase for each of the following.</b></p>	<p>Directions may be read aloud.</p>				
<table border="0"> <tr> <td data-bbox="201 1073 571 1423"> <p><b>14.</b> The Sun is able to inspire many feelings in <u>people</u> awe, wonder, and even delight.</p> <p>(A) people; (B) people, (C) people; (D) correct as is</p> </td> <td data-bbox="581 1073 945 1423"> <p><b>16. Part A</b></p> <p>One such phenomenon is variously called a parhelion, a mock sun, or <u>referred to as a sundog</u>.</p> <p>(A) is also called a sundog (B) a sundog (C) sundogs (D) correct as is</p> </td> </tr> <tr> <td data-bbox="201 1436 571 1743"> <p><b>15.</b> 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.</p> <p>(A) they split (B) it splits (C) splits (D) correct as is</p> </td> <td data-bbox="581 1436 945 1743"> <p><b>Part B</b></p> <p>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.</p> <p>(A) halo, (B) halo; (C) halo/ (D) correct as is</p> </td> </tr> </table>	<p><b>14.</b> The Sun is able to inspire many feelings in <u>people</u> awe, wonder, and even delight.</p> <p>(A) people; (B) people, (C) people; (D) correct as is</p>	<p><b>16. Part A</b></p> <p>One such phenomenon is variously called a parhelion, a mock sun, or <u>referred to as a sundog</u>.</p> <p>(A) is also called a sundog (B) a sundog (C) sundogs (D) correct as is</p>	<p><b>15.</b> 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.</p> <p>(A) they split (B) it splits (C) splits (D) correct as is</p>	<p><b>Part B</b></p> <p>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.</p> <p>(A) halo, (B) halo; (C) halo/ (D) correct as is</p>	<p>Do <b>not</b> read anything in this portion of the item aloud. (Excerpts and answer choices for editing task items may <b>not</b> be read aloud. Editing task items are presented in a two-column format.)</p>
<p><b>14.</b> The Sun is able to inspire many feelings in <u>people</u> awe, wonder, and even delight.</p> <p>(A) people; (B) people, (C) people; (D) correct as is</p>	<p><b>16. Part A</b></p> <p>One such phenomenon is variously called a parhelion, a mock sun, or <u>referred to as a sundog</u>.</p> <p>(A) is also called a sundog (B) a sundog (C) sundogs (D) correct as is</p>				
<p><b>15.</b> 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.</p> <p>(A) they split (B) it splits (C) splits (D) correct as is</p>	<p><b>Part B</b></p> <p>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.</p> <p>(A) halo, (B) halo; (C) halo/ (D) correct as is</p>				

Example:

<p><b>Now answer Numbers 19 through 22. Choose the correct word of phrase for each of the following.</b></p>	<p>Directions may be read aloud.</p>				
<table border="1"> <tr> <td data-bbox="191 338 574 821"> <p><b>19.</b> Choose the sentence that uses pronouns correctly.</p> <p>(A) While theater doesn't fascinate everyone, many people love it.</p> <p>(B) While theater doesn't fascinate everyone, many people love these.</p> <p>(C) While theater doesn't fascinate everyone, many people love those.</p> <p>(D) correct as is</p> </td> <td data-bbox="574 338 954 821"> <p><b>21.</b> Choose the correct way to complete the sentence.</p> <p>(A) mistakes because they will have to think on their feet to fix them.</p> <p>(B) mistakes. Because they will have to think on their feet to fix them.</p> <p>(C) mistakes, because they will have to think on their feet to fix them.</p> <p>(D) correct as is</p> </td> </tr> <tr> <td data-bbox="191 821 574 1352"> <p><b>20.</b> Choose the correct spelling.</p> <p>(A) indeividual</p> <p>(B) individual</p> <p>(C) individule</p> <p>(D) correct as is</p> </td> <td data-bbox="574 821 954 1352"> <p><b>22.</b> Choose the sentence that corrects the unclear pronoun.</p> <p>(A) Both the teachers and the classes are popular, and who are experts in their field.</p> <p>(B) Both the teachers and the classes are popular, and both are experts in their field.</p> <p>(C) Both the teachers and the classes are popular, and the students are experts in their field.</p> <p>(D) Both the teachers and the classes are popular, and the teachers are experts in their field.</p> </td> </tr> </table>	<p><b>19.</b> Choose the sentence that uses pronouns correctly.</p> <p>(A) While theater doesn't fascinate everyone, many people love it.</p> <p>(B) While theater doesn't fascinate everyone, many people love these.</p> <p>(C) While theater doesn't fascinate everyone, many people love those.</p> <p>(D) correct as is</p>	<p><b>21.</b> Choose the correct way to complete the sentence.</p> <p>(A) mistakes because they will have to think on their feet to fix them.</p> <p>(B) mistakes. Because they will have to think on their feet to fix them.</p> <p>(C) mistakes, because they will have to think on their feet to fix them.</p> <p>(D) correct as is</p>	<p><b>20.</b> Choose the correct spelling.</p> <p>(A) indeividual</p> <p>(B) individual</p> <p>(C) individule</p> <p>(D) correct as is</p>	<p><b>22.</b> Choose the sentence that corrects the unclear pronoun.</p> <p>(A) Both the teachers and the classes are popular, and who are experts in their field.</p> <p>(B) Both the teachers and the classes are popular, and both are experts in their field.</p> <p>(C) Both the teachers and the classes are popular, and the students are experts in their field.</p> <p>(D) Both the teachers and the classes are popular, and the teachers are experts in their field.</p>	<p>Do <b>not</b> read anything in this portion of the item aloud. (Excerpts and answer choices for editing task items may <b>not</b> be read aloud. Editing task items are presented in a two-column format.)</p>
<p><b>19.</b> Choose the sentence that uses pronouns correctly.</p> <p>(A) While theater doesn't fascinate everyone, many people love it.</p> <p>(B) While theater doesn't fascinate everyone, many people love these.</p> <p>(C) While theater doesn't fascinate everyone, many people love those.</p> <p>(D) correct as is</p>	<p><b>21.</b> Choose the correct way to complete the sentence.</p> <p>(A) mistakes because they will have to think on their feet to fix them.</p> <p>(B) mistakes. Because they will have to think on their feet to fix them.</p> <p>(C) mistakes, because they will have to think on their feet to fix them.</p> <p>(D) correct as is</p>				
<p><b>20.</b> Choose the correct spelling.</p> <p>(A) indeividual</p> <p>(B) individual</p> <p>(C) individule</p> <p>(D) correct as is</p>	<p><b>22.</b> Choose the sentence that corrects the unclear pronoun.</p> <p>(A) Both the teachers and the classes are popular, and who are experts in their field.</p> <p>(B) Both the teachers and the classes are popular, and both are experts in their field.</p> <p>(C) Both the teachers and the classes are popular, and the students are experts in their field.</p> <p>(D) Both the teachers and the classes are popular, and the teachers are experts in their field.</p>				

Example:

<p>Select the two correct meanings of the phrase <u>good to go</u> as it is used in the sentence.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>"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)</p>	<p>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.)</p>
<p>(A) okay to leave</p> <p>(B) able to learn quickly</p> <p>(C) able to begin</p> <p>(D) prepared to travel</p> <p>(E) ready to start to learn</p>	<p>Everything in this portion of the item may be read aloud.</p>

Example:

<p><b>Part A</b></p> <p>Fill in the circle <b>before</b> the sentence that shows how the author supports the idea that students who live far from each other can learn together.</p> <ul style="list-style-type: none"> <li>Ⓐ She tells about why students should learn online.</li> <li>Ⓑ She shares details about the way students learn online.</li> <li>Ⓒ She gives examples of how online learning helps students.</li> <li>Ⓓ She explains that the online classroom is only for a short time.</li> </ul> <p><b>Part B</b></p> <p>Fill in the circle <b>before</b> the two sentences that support the answer in part A.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<p>Ⓐ 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.</p>	<p>Do <b>not</b> read anything in this portion of the item aloud. (A paragraph from a passage that appears in an item may <b>not</b> be read aloud.)</p>

Example:

<p><b>Part A</b></p> <p>How has learning from distant places changed over time?</p> <ul style="list-style-type: none"> <li>Ⓐ Students can ask questions and get answers faster.</li> <li>Ⓑ Students can hear their teacher during the same class time.</li> <li>Ⓒ Students use the mail to receive and send work.</li> <li>Ⓓ Students live far apart from their classmates.</li> </ul> <p><b>Part B</b></p> <p>Select one sentence that supports the answer in part A.</p>	<p>Everything in this portion of the item may be read aloud.</p>
<ul style="list-style-type: none"> <li>Ⓐ "The students can live in one country, and the teacher can be located in a different country."</li> <li>Ⓑ "All the children could hear their teacher at the same time, but they were hundreds of miles apart."</li> <li>Ⓒ "They got their lessons in the mail, did their homework, and mailed it back to the teacher."</li> <li>Ⓓ "Everyone can see and hear everything that's being said as it happens."</li> <li>Ⓔ "Sometimes, they don't have to have a class where everyone is together all at once."</li> </ul>	<p>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.)</p>

## Instructions for Oral Presentation Accommodations

### 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.
<input type="checkbox"/> 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.	←	Do <b>not</b> 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.)
<input type="checkbox"/> 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?		
<input type="checkbox"/> 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.		

### 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)	←	Do <b>not</b> 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.)
Ⓑ 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)		

Example:

<b>Writing Prompt</b>	
<p>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.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"><li>• read the passages;</li><li>• plan your response;</li><li>• write your response; and</li><li>• revise and edit your response.</li></ul> <p>Be sure to include</p> <ul style="list-style-type: none"><li>• an introduction;</li><li>• information from the passages as support; and</li><li>• a conclusion that is related to the information presented.</li></ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p>	<p>←</p>

This section may be read aloud. The passages preceding the Writing Prompt may not be read aloud.

## Mathematics Examples

For students with an oral presentation accommodation taking Mathematics or FSA 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)**

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:

Select the values of $x$ that make each equation or inequality true.			
	<b><math>x = 1</math></b>	<b><math>x = 2</math></b>	<b><math>x = 3</math></b>
<b><math>2x + 5 = 9</math></b>	Ⓐ	Ⓑ	Ⓒ
<b><math>2x + 5 &lt; 9</math></b>	Ⓓ	Ⓔ	Ⓕ
<b><math>2x + 5 \leq 9</math></b>	Ⓖ	Ⓗ	Ⓘ

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.

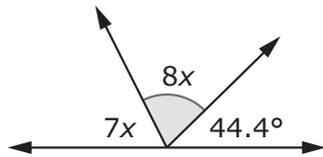
$X$  equals one. Two  $x$  plus five is less than nine. Option D.  $X$  equals two. Two  $x$  plus five is less than nine. Option E.  $X$  equals three. Two  $x$  plus five is less than nine. Option F.

$X$  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.

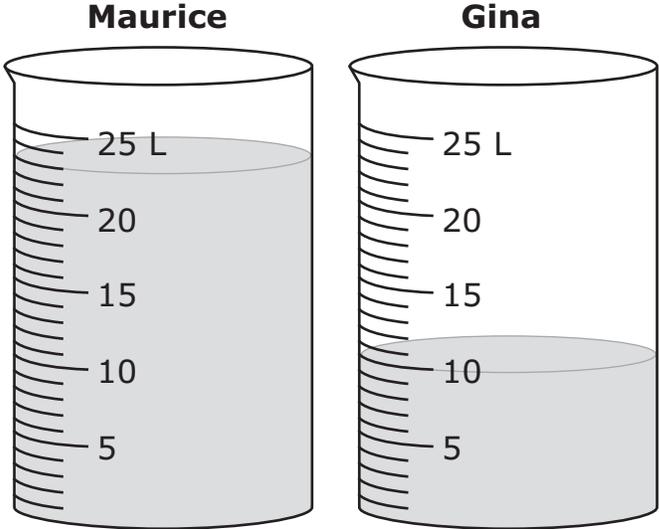
What is the measure, in degrees, of the shaded angle?

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.



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.

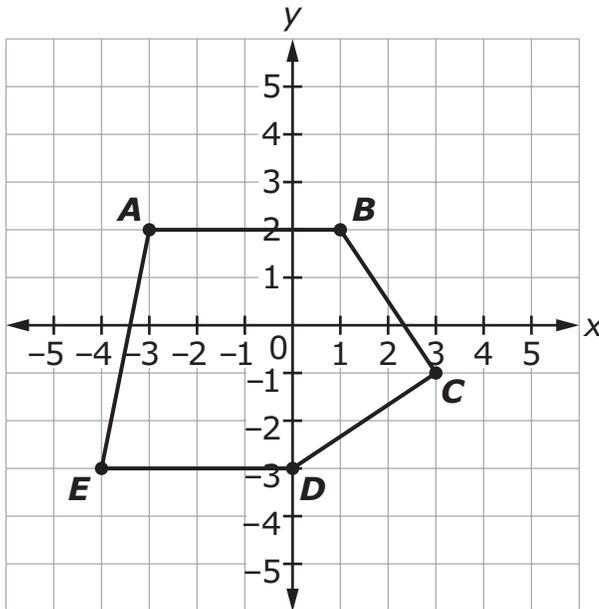
What is the difference, in liters (L), between the amounts of water in their containers?

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.

## NGSSS EOC and Florida Civic Literacy Exam Examples

For students with an oral presentation accommodation taking NGSSS 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 page are modeled from secure browser text-to-speech descriptions and is 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:

<p>The newspaper headline below describes a significant event in U.S. foreign affairs.</p>	<p>Everything in this portion of the item may be read aloud.</p>
	<p>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”.</p>
<p>How did this event contribute to the United States’ entry into World War I?</p>	<p>Everything in this portion of the item may be read aloud.</p>

## 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**

Fourth Trophic Level  
Birds of Prey

Third Trophic Level  
Snakes, Small Birds

Second Trophic Level  
Small Mammals, Insects

First Trophic Level  
Cacti, Flowering Shrubs, Desert Trees

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.

# Directions for Returning Typed ELA Writing Responses

If a student taking a paper-based ELA Writing Assessment provides a typed response and the response will not be transcribed into the regular print test and answer book, follow the steps below and on the following page:

1. Ensure that a PreID label has been applied and all information on the front of the student’s regular print test and answer book has been filled in accurately and completely.

2. Print a copy of the student’s typed Writing response.

FDOE recommends that the student response font size should be large enough, but not too large. 12–14 point font size is sufficient. The font should be clearly readable, such as Times New Roman or Arial. Normal default margins of 1" all around are recommended, as this will allow the document to be cut down to fit within the lines.

3. Write the test and answer book lithocode number on each page of the student’s typed Writing response. The lithocode is a stand-alone eight-digit number on the bottom right corner of the front cover of the regular print test and answer book. The security number located next to the barcode should not be used.

Directions for Returning Typed ELA Writing Responses

4. Cut out and tape the student’s response into the regular print test and answer book so that it fits within the lined boxes and does not cover the T-Marks. In order for the student’s response to be scanned, the typed pages must be trimmed to fit completely within the lined boxes. Only the writing that is inside the lined boxes will be scored. Be sure to tape the response securely into the test and answer book by applying tape to all four sides of each typed page. Tape can be placed over the text on the edges of the response, but the tape may not cover the T-Marks. Scotch tape is recommended. Do not tape the typed response into a student’s large print test and answer book.
5. Use a No. 2 pencil to write “Typed Response” above the lined box on each page in the regular print test and answer book that contains a part of the student’s typed response. Be sure to write directly above the lined box and away from the T-Marks in each of the corners. Writing that appears outside of the T-Marks will not be captured.

The diagram shows a rectangular writing area with horizontal lines. Above the lines, the words "Typed Response" are written in a cursive font. In the top-left corner, there is a small square mark labeled "T-Mark" with an arrow pointing to it. Below the writing area, the page number "Page 11" is printed. To the right of the page number is the text "Secure Material—DO NOT COPY". Further right is a button labeled "Go On" with an arrow pointing to the right. At the bottom left, there is a box containing the serial number "519527-10003010118". To the right of this box is the text "SERIAL#" followed by another "T-Mark" symbol.

6. Return the regular print test and answer book containing the student’s typed response to your school assessment coordinator with all other TO BE SCORED materials.

# Directions for Returning Large Print ELA Writing Responses

Follow these directions to make a photocopy of the student’s large print ELA Writing response for return in the regular print ELA Writing test and answer book instead of transcribing the response by hand.

1. Ensure that a PreID label has been applied and all information on the front of the student’s regular print ELA Writing test and answer book has been filled in accurately and completely.
2. Make a copy of the student’s handwritten large print ELA Writing response by placing the first page of the large print book with the student’s writing on a copier. Change the settings to copy from 11×17" to 8.5×11". Make a copy of each page with a written response. DRC recommends darkening the copy if the copier has this setting. Each large print page of the student’s response should now fit vertically on an 8.5×11" sheet of paper.
3. Write the test and answer book lithocode number on the bottom of each copied page within the black lines of the student’s handwritten ELA Writing response. The lithocode is a stand-alone eight-digit number on the bottom right corner of the front cover of the regular print test and answer book (see page 6 of the Spring 2022 PBT TA Manual for the location of the lithocode). The security number located next to the barcode should not be used.
4. Using a paper cutter or scissors, cut around the response on the black lines that surround the copied response, and tape the student’s response into the regular print test and answer book. The response should fit within the lined boxes in the regular print test and answer book. Ensure that the copied response does not cover the T-Marks (see page 6 of the Spring 2022 PBT TA Manual). If there is more than one copied page, be sure to tape the response in the order it was written. If the response ends before the end of the page, the page can be cut after the lithocode number and not at the end of the box. In order for the student’s response to be scanned, the response must fit completely within the lined boxes. Only the writing that is inside the lined boxes in the regular print test and answer book will be scored. Be sure to tape the response securely into the test and answer book by applying tape to all four sides of each copied page. Tape can be placed over the text on the edges of the response, but the tape may not cover the T-Marks. Clear scotch tape is recommended.
5. Use a No. 2 pencil to write “Large Print Response” above the lined box on each page in the regular print test and answer book that contains a part of the student’s response. Be sure to write directly above the lined box and away from the T-Marks in each of the corners. Writing that appears outside of the T-Marks will not be captured. This step is important because the scanner will not always pick up ink from certain copiers. If “Large Print Response” is written in pencil at the top of the page and there is no copied response directly below it, the handscorer will pull the original large print book where the original response was copied from and score the original response.
6. Place the student’s test materials (e.g., large print and regular print test and answer books) in the Special Document Return Envelope.
7. Complete the front of the Special Document Return Envelope.
8. Return the completed Special Document Return Envelope in a DRC blue-labeled TO BE SCORED box.

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