Fall/Winter 2020

English Language Arts Retake & End-of-Course Assessments

Test Administration Manual

Florida Statewide Assessments
Fall/Winter 2020
English Language Arts Retake
and End-of-Course Assessments
Administration Information

Please see the 2020–2021 Statewide Assessment Schedule found on the Florida Statewide Assessments Portal for administration dates.

Paper-based accommodations for computer-based tests may be administered throughout the entire window; however, materials must be returned by an established return date prior to the end of the window to guarantee results in initial reporting.

The Florida Department of Education (FDOE) will provide districts with scheduling guidance.

Any deviation from this schedule requires written approval from the Florida Department of Education.

**Session Lengths by Subject**

**ELA Retake**

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

The ELA Writing Retake **must** be administered prior to the ELA Reading Retake except for the purpose of accommodating make-up test administrations. Results for paper-based tests returned after the established return date may be released during late reporting.

The ELA Reading Retake is administered in two 90-minute test sessions over two days. The two sessions of ELA Reading Retake may be administered in one day, but this option should be reserved for special circumstances only in consultation with the district assessment coordinator. Session 1 of the ELA Reading Retake must be completed before Session 2.

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

**FSA EOC Assessments**

FSA End-of-Course (EOC) assessments are administered in two sessions over two days. The two sessions of FSA EOC assessments may be administered in one day, but this option should be reserved for special circumstances only in consultation with the district assessment coordinator. Session 1 must be completed before Session 2. Any student who has not completed a session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Session Length</th>
<th>Number of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>90 minutes</td>
<td>2</td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NGSSS EOC Assessments

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Session Length</th>
<th>Number of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1</td>
<td>160 minutes</td>
<td>1</td>
</tr>
<tr>
<td>Civics</td>
<td>160 minutes</td>
<td>1</td>
</tr>
<tr>
<td>U.S. History</td>
<td>160 minutes</td>
<td>1</td>
</tr>
</tbody>
</table>
# Table of Contents

What’s New for Fall/Winter 2020 ELA Retake and EOC Assessments ........................................ vi
Reminders for Fall/Winter 2020 ELA Retake and EOC Assessments ........................................ vii
Glossary ............................................................................................................................................... viii
About This Manual .......................................................................................................................... 1

**Test Administration Policies and Procedures** ............................................................................ 2
  - Administration Information ............................................................................................................ 2
  - Students to Be Tested .................................................................................................................... 2
  - Special Programs Students .......................................................................................................... 4
  - General Information about Accommodations .............................................................................. 6
  - Make-Up Administration Procedures ........................................................................................... 7
  - Test Materials ................................................................................................................................... 7
  - Calculators ....................................................................................................................................... 9
  - Reference Sheets ............................................................................................................................ 10
  - Periodic Table ............................................................................................................................... 10
  - Headphones/Earbuds ..................................................................................................................... 11
  - CBT Tools ....................................................................................................................................... 11
  - Computer and Device Preparations ............................................................................................... 12
  - Test Tickets .................................................................................................................................... 12
  - Student Demographic Information ............................................................................................... 13
  - Support During Testing .................................................................................................................. 14

**Test Security Policies and Procedures** ......................................................................................... 15
  - Admission of Students to Testing ............................................................................................... 16
  - Proctors .......................................................................................................................................... 16
  - Test Irregularities and Security Breaches .................................................................................... 17

**Paper-Based Materials Policies and Procedures** ...................................................................... 19
  - Test Item Practice for Paper-Based Accommodations ............................................................... 19
  - Test Group Code ............................................................................................................................ 19
  - Student Demographic Page .......................................................................................................... 19
  - Security Numbers .......................................................................................................................... 21
  - On-Demand PreID Labels ............................................................................................................ 21
  - Hazardous Materials .................................................................................................................... 22
  - Missing Materials .......................................................................................................................... 22
  - Do Not Score (DNS) and UNDO Bubbles .................................................................................... 23
## Table of Contents

- DNS Guidelines for Defective Materials ........................................................................................................... 23
- **Test Invalidation Policies and Procedures** ........................................................................................................... 25
- **Test Administrator Responsibilities Before Testing** .............................................................................................. 27
  - Conduct CBT Practice Test .................................................................................................................................... 27
  - Test Item Practice for Paper-Based Accommodations ......................................................................................... 27
  - Prepare the Room for Testing .............................................................................................................................. 28
  - Record Required Administration Information .................................................................................................... 28
  - Complete Seating Charts ..................................................................................................................................... 29
  - Assemble Materials ............................................................................................................................................... 29
  - Receive Materials ................................................................................................................................................ 31
  - Paper-Based Test Materials .................................................................................................................................. 33
  - Communicate Testing Policies to Parents/Guardians and Students ........................................................................ 34
- **Test Administrator Responsibilities During Testing** ............................................................................................ 35
  - Prepare Student Computers and Devices ............................................................................................................. 35
  - Read Script .......................................................................................................................................................... 35
  - Distribute Materials ............................................................................................................................................. 36
  - Read Testing Rules Acknowledgment .................................................................................................................. 36
  - Create, Start, Monitor, and Stop the Test Session ................................................................................................ 36
  - Keep Time .......................................................................................................................................................... 36
  - Maintain Test Security ......................................................................................................................................... 37
  - Supervise Test Administration ............................................................................................................................ 37
- **Script for Administering the ELA Writing Retake** ................................................................................................. 39
- **Script for Administering the ELA Reading Retake Session 1/Day 1** ................................................................. 47
- **Script for Administering the ELA Reading Retake Session 2/Day 2** ................................................................. 57
- **Script for Administering the Algebra 1 EOC Assessment Session 1/Day 1** ..................................................... 67
- **Script for Administering the Algebra 1 EOC Assessment Session 2/Day 2** ..................................................... 77
- **Script for Administering the Biology 1 EOC Assessment** .................................................................................. 87
- **Script for Administering the Civics EOC Assessment** ....................................................................................... 97
- **Script for Administering the Geometry EOC Assessment Session 1/Day 1** ............................................... 105
- **Script for Administering the Geometry EOC Assessment Session 2/Day 2** ................................................... 115
- **Script for Administering the U.S. History EOC Assessment** ........................................................................... 125
- **Test Administrator Responsibilities After Testing** ............................................................................................ 133
  - Return Materials to the School Assessment Coordinator .................................................................................... 133
- **School Assessment Coordinator Responsibilities Before Testing** .................................................................. 134
  - Receive Materials ............................................................................................................................................... 134
# Table of Contents

- Manage Student Information in TIDE ................................................................. 135
- Print Test Tickets .......................................................................................... 135
- Assign ELA Writing or ELA Reading Passage Booklets .......................... 135
- Collect Required Administration Information ........................................... 136
- Create Seating Charts .............................................................................. 136
- Maintain Test Materials Chain of Custody Form ........................................ 136
- Assign Proctors ......................................................................................... 136
- Arrange Testing of Special Programs Students ......................................... 137
- Ensure Implementation of Accommodations ............................................. 137
- Meet with Technology Coordinator ............................................................. 137
- Prepare Test Settings, Computers, and Devices ........................................ 137
- Oversee Preparation and Training ............................................................... 138
- Arrange CBT Practice Test Sessions ........................................................... 140
- Arrange Paper-Based Practice Activities .................................................. 140

## School Assessment Coordinator Responsibilities During Testing .................. 141

- Distribute Test Materials ......................................................................... 141
- Supervise Test Administration and Maintain Test Security ..................... 141
- Review Testing Rules Acknowledgment ..................................................... 141
- Monitor Student Progress ......................................................................... 142
- Supervise Make-Up Test Administrations ............................................... 142

## School Assessment Coordinator Responsibilities After Testing ................... 143

- Receive Materials from Test Administrators .............................................. 143
- Update Student Information ................................................................... 143
- Invalidate Tests ....................................................................................... 143
- Record Accommodations ....................................................................... 143
- Prepare Materials for Return .................................................................... 144

## District Assessment Coordinator Responsibilities Before Testing ............... 145

- Order and Receive Materials .................................................................... 145
- Collect Required Administration Information .......................................... 145
- Prepare for Practice Test Sessions ......................................................... 146
- Assign Test Group Codes ........................................................................ 146
- Collect Seating Charts ........................................................................... 146
- Create TIDE Accounts ............................................................................ 146
- Train School Assessment Coordinators and Technology Coordinators ... 146
- Arrange to Test Special Programs Students ........................................... 148
- Ensure Implementation of Accommodations .......................................... 148
**Table of Contents**

**District Assessment Coordinator Responsibilities During Testing**: 149
- Monitor Test Administration and Maintain Test Security ................................. 149
- Test Status Monitoring ..................................................................................... 149
- Communicate with FDOE .................................................................................. 149

**District Assessment Coordinator Responsibilities After Testing**: 150
- Invalidate Tests .................................................................................................. 150
- Prepare Boxes for Return ................................................................................... 150
- Securely Store District Assessment Coordinator ONLY Boxes ....................... 150

**Appendix A: Accommodations**: 151
- Overview ............................................................................................................. 152
- Test Accommodations for Students with Disabilities (General Information) .......... 152
- Accommodations for Students with Disabilities ................................................ 153
- Unique Accommodations .................................................................................... 158
- Accommodations for English Language Learners (ELLs) and Recently Exited ELLs .............................................................. 158
- Large Print Test Administrator Instructions ......................................................... 159
- One-Item-Per-Page Test Administrator Instructions ............................................. 161
- Instructions for Oral Presentation Accommodations .......................................... 164

**Appendix B: Florida Help Desk**: 175

**Appendix C: Paper-Based Materials Return Instructions**: 177
- Introduction ......................................................................................................... 178
- Prepare Materials for Return ............................................................................. 178
- Package Materials for Return .......................................................................... 179
- Label Boxes for Return ..................................................................................... 184
- Return Materials ............................................................................................... 186
- Prepare District Assessment Coordinator ONLY Boxes .................................... 186

**Appendix D: Florida Test Security Statute and Rule**: 189
- Florida Test Security Statute .............................................................................. 191
- Florida State Board of Education Test Security Rule ........................................... 193

**Appendix E: Forms and Signs**: 195
- Fall/Winter 2020 Test Administration and Security Agreement ......................... 197
- Fall/Winter 2020 Test Administrator Prohibited Activities Agreement .................. 199
- Test Materials Chain of Custody Form .............................................................. 201
- Security Log ........................................................................................................ 203
- Administration Record/Security Checklist ......................................................... 205
- Test Administrator Checklist ............................................................................. 207
<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Assessment Coordinator Checklist</td>
<td>209</td>
</tr>
<tr>
<td>District Assessment Coordinator Checklist</td>
<td>211</td>
</tr>
<tr>
<td>Do Not Disturb Sign</td>
<td>213</td>
</tr>
<tr>
<td>Electronic Devices Sign</td>
<td>215</td>
</tr>
<tr>
<td>No Calculators Sign</td>
<td>217</td>
</tr>
<tr>
<td>Session 1 Sign</td>
<td>219</td>
</tr>
<tr>
<td>Session 2 Sign</td>
<td>221</td>
</tr>
<tr>
<td>Sample Planning Sheet</td>
<td>223</td>
</tr>
<tr>
<td>CBT Worksheet</td>
<td>225</td>
</tr>
<tr>
<td>Periodic Table of the Elements</td>
<td>227</td>
</tr>
</tbody>
</table>
What’s New for Fall/Winter 2020
ELA Retake and EOC Assessments

1. The Summer 2020 EOC administration was the first administration under a new contract with Cambium Assessment, Inc. (CAI), formerly the assessment division of the American Institutes for Research (AIR). Under this contract, CAI is the sole contractor for all ELA, Mathematics, Science, and Social Studies assessments.
   - All computer-based assessments are administered through the Test Delivery System (TA Interface and Secure Browser).
   - All test management activities for computer-based and paper-based tests take place through the Test Information Distribution Engine (TIDE) system.
   - Paper-based assessments will continue to be shipped from and returned to DRC and Pearson.
   - All score reports will be provided in PearsonAccess Next.
   - All support for testing will be provided through one Help Desk.
   - All testing resources are located on the Florida Statewide Assessments Portal.

2. All schools must download and install the most current secure browser for 2020–2021 test administrations. Please check for the most updated version on the Secure Browsers page on the Florida Statewide Assessments Portal at https://FSAssessments.org/technology-resources/secure-browsers.stml.

3. For the ELA Writing Retake, two new CBT accommodations are available: Speech-to-Text, which allows eligible students to dictate their response directly into the secure browser, and Text-to-Speech on Writing Response, which reads the writing response back to the student.

4. Beginning in Fall 2020, students may use copy/paste functions within the notepad tool. Students may also copy/paste notes from the notepad into the Writing response area.

5. Districts can now order one-item-per-page practice tests through TIDE for students who require this accommodation.

6. For computer-based tests, the Testing Rules Acknowledgment has moved from a signature line on ELA Writing Planning Sheets, CBT Worksheets, and CBT Work Folders to a check box in the secure browser.

7. The Florida Help Desk email address has changed to: FloridaHelpDesk@CambiumAssessment.com. All Florida Statewide Assessment Program questions can be routed to this email or by calling 866-815-7246, including packaging and shipping questions for both Pearson and DRC.
Reminders for Fall/Winter 2020
ELA Retake and EOC Assessments

1. CBT Worksheets are now provided by Pearson for computer-based U.S. History and Civics EOC students. Districts may place an additional order for CBT Worksheets, Writing Planning Sheets, CBT Work Folders, and necessary test materials for fall and winter administrations in TIDE.

2. The VW Julie Voice Pack is no longer available for students testing with text-to-speech (TTS) on Windows devices. Technology coordinators must ensure another voice pack is selected on student devices prior to testing with TTS. See the Windows Configurations document on the Technology Resources page on the portal for more information.

3. Schools/districts are responsible for transcribing students’ responses from large print and one-item-per-page test and answer books into the regular print test and answer books included with each student’s accommodated test materials.

4. Students who are identified as ELLs or as recently exited ELLs and in the two-year follow-up period per Rule 6A-6.09031, F.A.C., must be provided with the allowable accommodations listed in State Board Rule 6A-6.09091, F.A.C., and detailed in this manual.

5. Supported browsers and operating systems are listed on the Supported Systems & Requirements page on the Technology Resources section of the portal at https://FSAssessments.org/supported-systems-requirements.stml.

6. Private school students enrolled in scholarship programs who receive state scholarship funds (e.g., Florida Tax Credit, Hope, Gardiner, Family Empowerment) may elect to take statewide assessments. These students will test under each district’s 9900 school number.

7. The braille options for the Algebra 1, Biology 1, and Geometry EOC assessments include:
   • UEB with Nemeth (contracted and uncontracted)
   • UEB Technical (contracted and uncontracted)
Glossary

Cambium Assessments, Inc. (CAI): CAI, formerly known as AIR, is the assessment vendor for FSA and NGSSS assessments.

Data Recognition Corporation (DRC): DRC is the vendor responsible for processes associated with paper-based FSA materials, including printing, shipping, receiving, and scanning.

Florida Education Identifier (FLEID): A 14-character code issued by FDOE to uniquely identify a student in Florida’s education data system.

Florida Statewide Assessments Portal: Resources and information for district and school personnel are located on the Florida Statewide Assessments Portal, which is accessed at www.FSAssessments.org. The portal includes links to the Test Information Distribution Engine (TIDE), Test Administrator (TA) Training Site, and the Test Delivery System (TDS).

On-Demand PreID Labels: PreID labels generated in TIDE and printed locally by schools or districts for identifying paper-based test and answer books.

Pearson: Pearson is the vendor responsible for processes associated with paper-based NGSSS materials, including printing, shipping, receiving, and scanning, as well as reporting for both FSA and NGSSS assessments.

PearsonAccess Next: Website used for reporting tasks for all Florida Statewide Assessments. PearsonAccess Next can be accessed through the portal or after signing into TIDE under the system drop-down navigation menu.

Secure Browser: The secure browser allows students to access the computer-based assessments. This software must be installed on all computers or devices that will be used for student testing. A link to download the secure browser is located on the portal.

Secure Material Tracking Report (SMTR): Report posted daily in the After Testing section in TIDE that summarizes the return status of FSA secure materials as they are received at DRC. The report can also be used to identify missing FSA materials and can be loaded into a district database for tracking security numbers.

Session ID: Session IDs are unique codes generated by the Test Administrator (TA) Interface. In addition to their first names and usernames, students use the Session ID to log in to computer-based assessments. Test administrators must record the Session ID with their required administration information.

Student Interface: Students use the Student Interface via the secure browser to log in to and take computer-based assessments.

Test Administrator Interface (TA Interface): Test administrators use the TA Interface to create and monitor test sessions for all computer-based assessments.

Test Delivery System (TDS): All computer-based assessments are administered via TDS, which includes the TA Interface and the secure browser.

Test Group Codes: Test group codes are four-digit codes used during paper-based administrations to identify groups of students tested together and are recorded on the front of the test and answer books and in the test administrator’s required administration information.
Test Information Distribution Engine (TIDE): TIDE is the enrollment and user management system for all assessments. Student enrollment and test eligibility information is managed in TIDE. All school and district personnel involved in the administration of assessments must have TIDE user accounts.

Test Materials Status Report (TMSR): Report posted daily in the After Testing section in TIDE that summarizes the return status of NGSSS secure materials as they are received at Pearson. The report can also be used to identify missing materials.

Test Tickets: Student test tickets contain login information for students. Each student must have a test ticket to log in to computer-based assessments. Test tickets are generated in TIDE and contain the following student information: district, school, last name, first name, date of birth, username, enrolled grade, and ID (FLEID).
About This Manual

This test administration manual includes scripts and instructions for administering the Fall 2020 ELA Writing Retake and ELA Reading Retake and Fall and Winter 2020 FSA EOC assessments (Algebra 1 and Geometry) and NGSSS EOC assessments (Biology 1, Civics, and U.S. History).

Scripts and instructions for administering computer-based accommodations (masking, text-to-speech, speech-to-text, ASL, CC) and paper-based accommodations (regular print, large print, one-item-per-page) are available on the Florida Statewide Assessments Portal. Scripts and instructions for administering braille accommodations are included with braille test materials and are also available on the portal.

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

Information in this manual has changed significantly since the 2019–2020 administrations. Even experienced district and school assessment coordinators, technology coordinators, and test administrators are responsible for reading and becoming familiar with all information in this manual.

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

- TIDE User Guide (district and school assessment coordinators)
- Test Administrator User Guide (test administrators and school assessment coordinators)
- Practice Tests Guide (test administrators and school assessment coordinators)
- AVA User Guide (test administrators and school assessment coordinators)
- 2020–2021 Statewide Assessments Accommodations Guide (test administrators and district and school assessment coordinators, as applicable)

For a complete list of user guides, see the User Guide Matrix, located on the portal.
Test Administration Policies and Procedures

Administration Information

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

Any student who has not finished by the end of the allotted time for an EOC or Retake session may continue working up to half the length of a typical school day for FSA EOCs and ELA Retakes and up to one full school day for NGSSS EOCs.

Students to Be Tested

ELA Retake

Students who entered Grade 9 in the 2013–2014 school year and beyond and are pursuing a standard Florida high school diploma must pass the Grade 10 ELA Assessment (Writing and Reading). Retained Grade 10 or Grades 11–12 (30) students who have not met the Grade 10 ELA Assessment requirement are eligible to participate in the Fall 2020 ELA Retake. Students who have received a GED diploma are not eligible to participate in ELA administrations.

Grade 10 students who entered Grade 9 during the 2019–2020 school year will participate in the Spring 2021 Grade 10 ELA Assessment.

FSA EOC Assessments

Students enrolled in and completing one of the courses aligned to the Florida Standards participate in the appropriate assessment as indicated by the following table:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>Algebra 1 – 1200310</td>
</tr>
<tr>
<td></td>
<td>Algebra 1 Honors – 1200320</td>
</tr>
<tr>
<td></td>
<td>Algebra 1-B – 1200380</td>
</tr>
<tr>
<td></td>
<td>Pre-AICE Mathematics 1 – 1209810</td>
</tr>
<tr>
<td></td>
<td>Pre-AP Algebra 1 – 1200386</td>
</tr>
<tr>
<td></td>
<td>IB Middle Years Program Algebra 1 – 1200390</td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry – 1206310</td>
</tr>
<tr>
<td></td>
<td>Geometry Honors – 1206320</td>
</tr>
<tr>
<td></td>
<td>Pre-AICE Mathematics 2 – 1209820</td>
</tr>
<tr>
<td></td>
<td>IB Middle Years Program Geometry – 1206810</td>
</tr>
</tbody>
</table>

The following students are also eligible to participate in FSA EOC administrations:

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

NGSSS EOC Assessments

Biology 1

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1</td>
<td>Biology 1 – 2000310</td>
</tr>
<tr>
<td></td>
<td>Biology 1 Honors – 2000320</td>
</tr>
<tr>
<td></td>
<td>Pre-AICE Biology IGCSE Level – 2000322</td>
</tr>
<tr>
<td></td>
<td>Biology Technology – 2000430</td>
</tr>
<tr>
<td></td>
<td>Florida's Pre-IB Biology 1 – 2000800</td>
</tr>
<tr>
<td></td>
<td>IB Middle Years Program Biology – 2000850</td>
</tr>
<tr>
<td></td>
<td>Integrated Science 3 – 2002440*</td>
</tr>
<tr>
<td></td>
<td>Integrated Science 3 Honors – 2002450*</td>
</tr>
</tbody>
</table>

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

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

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

Civics

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics</td>
<td>M/J Civics – 2106010</td>
</tr>
<tr>
<td></td>
<td>M/J Civics – 2106015</td>
</tr>
<tr>
<td></td>
<td>M/J Civics &amp; Career Planning – 2106016</td>
</tr>
<tr>
<td></td>
<td>M/J Civics, Advanced – 2106020</td>
</tr>
<tr>
<td></td>
<td>M/J Civics, Advanced – 2106025</td>
</tr>
<tr>
<td></td>
<td>M/J Civics, Advanced &amp; Career Planning – 2106026</td>
</tr>
<tr>
<td></td>
<td>M/J IB MYP Civics Advanced – 2106027</td>
</tr>
<tr>
<td></td>
<td>M/J IB MYP Civics Advanced &amp; Career Planning – 2106028</td>
</tr>
<tr>
<td></td>
<td>M/J Civics and Digital Technologies – 2106029</td>
</tr>
<tr>
<td></td>
<td>M/J U.S. History &amp; Civics – 2100045</td>
</tr>
</tbody>
</table>

Fall/Winter 2020 ELA Retake and EOC Test Administration Manual 3
Test Administration Policies and Procedures

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

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

U.S. History

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>United States History – 2100310</td>
</tr>
<tr>
<td></td>
<td>United States History Honors – 2100320</td>
</tr>
<tr>
<td></td>
<td>Visions and Countervisions: Europe, U.S. and the World from 1848 Honors – 2100480</td>
</tr>
</tbody>
</table>

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

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

Students Confined to Custodial or Residential Institutions

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

Special Programs Students

For all special programs students, the parent/guardian is responsible for contacting the district to register the student for the selected assessments and for transporting the student to and from the district-assigned testing location. The parent/guardian is also responsible for providing the following to the testing location on or before the day of the test: all student demographic information (see pages 13–14), photo identification (if the student is unknown to the test administrator or other school staff), and emergency contact information. See the table on page 5 for district and school numbers for special programs students.

Home Education Program Students

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

Students enrolled in private schools through the McKay Scholarship Program may participate in statewide assessments. Consistent with s. 1002.39(5)(f), F.S., school districts are required to provide information to these students regarding the locations and times available for statewide assessments.

Students enrolled in public schools through the McKay Scholarship Program are required to participate in statewide assessments as outlined in their IEPs or Section 504 Plans.

Virtual School Program Students

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

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

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

Private School Students

Private school students may participate in EOC assessments. Instructions for managing these students in TIDE and packaging their materials for return are included in this manual. Contact the Education Data Warehouse to obtain an FLEID to register these students for testing.

Florida statute allows for private school students enrolled in scholarship programs such as Florida Tax Credit [per Section 1002.395(7)(c), F.S.], Hope [per Section 1002.40(6)(b), F.S.], Gardiner [per Section 1002.385(7)(b), F.S.], and Family Empowerment [per 1002.394(6)(b), F.S.] to participate in statewide assessments. Districts will test these students under the district’s 9900 school number.

Note: Private schools who have been approved by FDOE to administer assessments on site will be responsible for uploading their own students to a school within District 81. Those students should not be uploaded to School 9900 within your district.

<table>
<thead>
<tr>
<th>Program</th>
<th>District Number</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLVS Full Time K–5</td>
<td>71</td>
<td>0300</td>
</tr>
<tr>
<td>FLVS Full Time 6–8</td>
<td>71</td>
<td>0801</td>
</tr>
<tr>
<td>FLVS Full Time 9–12</td>
<td>71</td>
<td>0400</td>
</tr>
<tr>
<td>District Virtual Instruction Program (VIP)</td>
<td>Your district number</td>
<td>7001 or 7023</td>
</tr>
<tr>
<td>District Franchise of FLVS</td>
<td>Your district number</td>
<td>7004</td>
</tr>
<tr>
<td>Virtual Charter Schools</td>
<td>Your district number</td>
<td>Charter school number</td>
</tr>
<tr>
<td>Home Education</td>
<td>Your district number</td>
<td>9998</td>
</tr>
<tr>
<td>McKay Scholarship (Private School)</td>
<td>Your district number</td>
<td>3518</td>
</tr>
<tr>
<td>Private School/Scholarship Students</td>
<td>Your district number</td>
<td>9900</td>
</tr>
</tbody>
</table>
English Language Learners (ELLs)

All ELLs participate in statewide assessments. Students who are identified as ELLs or recently exited ELLs in the two-year follow-up period per Rule 6A-6.09031, F.A.C. must be provided with the allowable accommodations listed on pages 158–159 of Appendix A.

Students with Disabilities

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

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

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

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

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

General Information about Accommodations

Appendix A provides information concerning allowable accommodations for students with disabilities and for students who are identified as ELLs or recently exited ELLs. The test administrator and the school assessment coordinator are responsible for ensuring that arrangements for accommodations have been made prior to the test administration dates.

Refer to the 2020–2021 Statewide Assessments Accommodations Guide for information and instructions about accommodated paper-based assessments.

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

Computer-Based Accommodations

- Masking
- Text-to-speech
• American Sign Language (ASL) videos for audio/animation passages on ELA Reading tests
• Closed Captioning (CC) for audio/animation passages on ELA Reading tests
• Text-to-Speech on Writing Response on ELA Writing tests
• Speech-to-text on ELA Writing tests

ELA Writing Passage Booklets
• Regular print ELA Writing Passage Booklets
• Large print ELA Writing Passage Booklets

ELA Reading Passage Booklets
• Regular print ELA Reading Passage Booklets
• Large print ELA Reading Passage Booklets

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

Students who are identified as ELLs or recently exited ELLs must be provided with the allowable accommodations listed on pages 158–159 of Appendix A.

Make-Up Administration Procedures

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

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

For the purpose of make-up test administrations only, the ELA Writing Retake may be administered after students have completed the ELA Reading Retake.

Test Materials

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

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

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

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

ELA Writing and ELA Reading Passage Booklets

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

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

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

A form to report missing passage booklets (*Missing Materials Form*) can be found on the portal. School personnel and district assessment coordinators may use this form, manipulate this form, or create their own form to submit with a written report.

CBT Worksheets

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

School assessment coordinators and test administrators must ensure that students have enough desk space to use their worksheets and that worksheets are not easily visible to other students.
Each student must be given a new worksheet for each ELA Reading test session. **Used worksheets are considered secure materials and must be kept in locked storage and placed in the District Assessment Coordinator ONLY boxes.**

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

**CBT Work Folders**

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

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

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

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

**Audio Transcripts**

For listening portions of ELA Reading assessments, audio transcripts may be provided for students confined to a Department of Corrections facility, or for students with disabilities who cannot access the audio content, ASL accommodations, or CC accommodations. **The content of the audio transcript must be read aloud to students. Students may not read directly from the transcript.** Test administrators must understand that, unless students have a read-aloud accommodation for test items and directions on their IEPs or Section 504 Plans, TAs are permitted to read the **transcript of the listening passage only.**

Reading passages located in the test may not be read aloud under any circumstances unless students have been approved for the unique accommodation that allows auditory presentation of ELA Writing and Reading Passages. **Transcripts are secure materials and must be stored in a secure location before and after testing and returned to the contractor with other test materials.**

**Calculators**

**Algebra 1 and Geometry EOC**

The Algebra 1 and Geometry EOC assessments include a scientific calculator in the secure browser. **The scientific calculator is only available for Session 2 of the FSA EOCs.**

Handheld scientific calculators may be provided to computer-based students during Session 2 only. Students who will test using paper-based accommodations must be provided approved handheld scientific calculators for Session 2. The **Calculator and Reference Sheet Policies for Florida Statewide Assessments** document, available on the portal, includes a list of required and prohibited calculator functionalities as well as a list of FDOE-approved calculators for the 2020–2021 school year.

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

The Biology 1 EOC assessment includes a four-function calculator in the secure browser. Handheld four-function calculators may be used by students only if all students are provided a handheld calculator.

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

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

**Reference Sheets**

Reference sheets are provided for the FSA EOC assessments in the secure browser for computer-based tests. Schools may provide hard copy reference sheets to students. Schools that provide hard copy reference sheets must ensure that copies are available for all students taking the test. Any hard copy reference sheets must be printed or copied from the files found on the portal. Copies must not be made from used reference sheets or sheets that contain notes or handwriting. Each copy must be carefully checked against the original to ensure that all content is copied and that it is clear and easy to read. Schools may provide each student with a new copy of the reference sheet for Session 2, or they may return the same hard copy reference sheet from Session 1 for students to use during Session 2.

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

**Periodic Table**

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

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

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

Students must have headphones or earbuds for both sessions of ELA Reading Retake (including PBT accommodations). While there are no technical specifications for headphones or earbuds, please check the Technology Setup for Online Testing, available on the portal, for additional guidance. FDOE does not provide headphones or earbuds. If they choose, districts may allow students to use their own headphones or earbuds. Headphones or earbuds should be checked to ensure that they work with the computer or device the students will use for the assessment prior to the start of testing. **Plug headphones or earbuds in and adjust system volume prior to launching the secure browser on each day of testing.** A sound check is also built in to the assessment, and students are asked to verify that headphones and earbuds are working prior to beginning the test. Students should not unplug headphones until they finish the test session.

CBT Tools

Several tools are available to students taking computer-based assessments. Students will practice using these tools during the practice test, and instructions for using these tools are provided in the script for administering practice tests. Both the practice tests and the scripts for administering practice tests are available on the portal.

<table>
<thead>
<tr>
<th>Universal Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help</td>
<td>The <em>Help Guide</em> provides information about how to use the test site.</td>
</tr>
<tr>
<td>Highlight</td>
<td>This tool highlights text in a passage or item. (Text in images cannot be highlighted.) Highlight is available in four colors.</td>
</tr>
<tr>
<td>Mark (Flag) for Review</td>
<td>This feature marks an item for review so that it can be easily found later.</td>
</tr>
<tr>
<td>Strikethrough</td>
<td>A student can cross out answer options for multiple-choice and multiselect items.</td>
</tr>
<tr>
<td>Expand/Collapse Panel</td>
<td>This tool expands or collapses a passage or item for easier readability.</td>
</tr>
<tr>
<td>Line Reader</td>
<td>This feature emphasizes one line in a passage or item at a time.</td>
</tr>
<tr>
<td>System Settings</td>
<td>A student can adjust volume during the test (ELA Reading and text-to-speech accommodation only).</td>
</tr>
<tr>
<td>Select Response Version Tool</td>
<td>This tool can be used to view and restore responses previously entered for an open response item. The response tool refreshes each time the student logs in (i.e., responses saved previously are no longer available once the student logs out).</td>
</tr>
<tr>
<td>Zoom In</td>
<td>This feature increases and decreases the size of the text and images on the test.</td>
</tr>
<tr>
<td>Zoom Out</td>
<td></td>
</tr>
</tbody>
</table>

### Accessibility Setting

<table>
<thead>
<tr>
<th>Accessibilty Setting</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Color Choices</td>
<td>Background and text color combination applied to a student’s test. The color combination a student chooses will remain throughout each test session.</td>
</tr>
<tr>
<td>Print Size</td>
<td>The selected print size becomes the default in that student’s test. Regardless of the print size assigned, all students can use the Zoom buttons to toggle between the five levels of print size.</td>
</tr>
<tr>
<td>Mouse Pointer</td>
<td>Students can change the size and color of the mouse pointer. The size and color a student chooses will remain throughout each test session.</td>
</tr>
<tr>
<td>Subject-Specific Tool</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Calculator</td>
<td>A student can use the available scientific calculator on specified sessions of the FSA EOC assessments. A student can use the available four-function calculator on the Biology 1 EOC Assessment.</td>
</tr>
<tr>
<td>Formula</td>
<td>This tool can be used to view the applicable Algebra 1 or Geometry reference sheet.</td>
</tr>
<tr>
<td>Periodic Table</td>
<td>This tool can be used to view the periodic table included in the Biology 1 EOC assessment.</td>
</tr>
<tr>
<td>Notepad</td>
<td>A student can use an on-screen notepad to take notes. The notepad is specific to each item in the test. (Algebra 1 and Geometry EOC assessments only.)</td>
</tr>
<tr>
<td>Notes</td>
<td>This tool provides an on-screen notepad to take notes. For ELA Writing and ELA Reading, the same notepad is available throughout the entire test. The text in this notepad is not scored, but is monitored.</td>
</tr>
<tr>
<td>Tutorial</td>
<td>A short video about each item type and how to respond to that item type. (Not available on NGSSS EOCs. Tutorials do not contain audio.)</td>
</tr>
</tbody>
</table>

**Computer and Device Preparations**

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

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

**Test Tickets**

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

```
Fall 2020
DEMO DISTRICT 99 (99)
DEMO SCHOOL 9009 (99-90009)
LASTNAME: Demo    USERNAME: 197JM
FIRSTNAME: Student1  ENROLLED GRADE: 10
DOB: 01/01/2004    ID: FL1234567890012
```
Student Demographic Information

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

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

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

Primary Exceptionality

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

Primary Exceptionality Classifications

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orthopedically Impaired</td>
<td>C = OI</td>
</tr>
<tr>
<td>Speech Impaired</td>
<td>F = SI</td>
</tr>
<tr>
<td>Language Impaired</td>
<td>G = LI</td>
</tr>
<tr>
<td>Deaf or Hard of Hearing</td>
<td>H = DHH</td>
</tr>
<tr>
<td>Visually Impaired</td>
<td>I = VI</td>
</tr>
<tr>
<td>Emotional/Behavioral Disability</td>
<td>J = EBD</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td>K = SLD</td>
</tr>
<tr>
<td>Gifted</td>
<td>L = GIF</td>
</tr>
<tr>
<td>Hospital/Homebound</td>
<td>M = HH</td>
</tr>
<tr>
<td>Dual-Sensory Impaired</td>
<td>O = DSI</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>P = ASD</td>
</tr>
<tr>
<td>Traumatic Brain Injured</td>
<td>S = TBI</td>
</tr>
<tr>
<td>Other Health Impaired</td>
<td>V = OHI</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>W = InD</td>
</tr>
</tbody>
</table>

Section 504

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

Testing Accommodations Listed on IEP or Section 504 Plan

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

ELL

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

Test Indicator

Ensure that the correct test mode is marked for the test a student will take. The available fields for this indicator are as follows:

**Civics and U.S. History EOC, ELA Retake**
- E = Eligible for Computer-Based Testing
- P = Regular Print
- L = Large Print
- C/D = Contracted UEB Braille
- U/V = Uncontracted UEB Braille
- I = One-Item-Per-Page
- N = Not Testing

**Algebra 1, Biology 1, and Geometry EOC**
- E = Eligible for Computer-Based Testing
- P = Regular Print
- L = Large Print
- C = Contracted UEB Technical Braille
- D = Contracted UEB with Nemeth Braille
- U = Uncontracted UEB Technical Braille
- V = Uncontracted UEB with Nemeth Braille
- I = One-Item-Per-Page
- N = Not Testing

Support During Testing

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

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

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

Examples of prohibited activities include the following:

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

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

If ELLs, recently exited ELLs, or students with current IEPs or Section 504 Plans have allowable accommodations documented, test administrators may provide accommodations as described in Appendix A and may modify the scripts as necessary to reflect the allowable accommodations.

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

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

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

District assessment coordinators must ensure that all school administrators, school assessment coordinators, technology coordinators, test administrators, and proctors receive adequate training prior to this administration, and that all personnel sign and return a Fall/Winter 2020 Test Administration and Security Agreement, located in Appendix E, stating that they have read and agree to abide by all test administration and test security policies and procedures. Additionally, any other person who assists a school assessment coordinator, technology coordinator, or test administrator must sign and return an agreement.
Test administrators must sign the *Fall/Winter 2020 Test Administrator Prohibited Activities Agreement*, located in Appendix E.

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

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

**Admission of Students to Testing**

Precautions must be taken at testing sites when students are unknown to the test administrator or other school staff. For security purposes, photo identification, such as a Florida ID or school ID, must be checked before admitting unfamiliar students to a testing room.

**Proctors**

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

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Proctors Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–25</td>
<td>Test Administrator*</td>
</tr>
<tr>
<td>26–50</td>
<td>Test Administrator and 1 Proctor</td>
</tr>
<tr>
<td>51–75</td>
<td>Test Administrator and 2 Proctors</td>
</tr>
</tbody>
</table>

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

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

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

Proctors and anyone who assists with any aspect of test preparation or administration must be informed of the test security laws and rules prohibiting any activities that may threaten the integrity of the test. Each proctor who enters a testing room for any length of time must sign a *Fall/Winter 2020 Test Administration and Security Agreement* and the Security Log for that room. These forms are located in Appendix E.
Test Irregularities and Security Breaches

Test Irregularities

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

Security Breaches

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

Submit a Written Report

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

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

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

3. Complete the form.

4. Upload the completed form to the district’s Test Administration/Investigations folder (K–12 Administration > Districts > [District Name] > Test Administration > Investigations > 2020–2021 Investigations).

5. Send an email to notify FDOE that a document has been uploaded to the folder.
6. FDOE will then determine whether the incident warrants further investigation and, if necessary, request additional information/documentation from the district. Additional requested information or documentation should also be uploaded to the district’s ShareFile folder.

7. If warranted, FDOE will add a memorandum summarizing the incident to the district’s ShareFile folder and will then provide the contents of the district folder to the Office of Professional Practices at FDOE.
Paper-Based Materials Policies and Procedures

Test Item Practice for Paper-Based Accommodations

Students participating in an FSA EOC assessment with a regular print paper-based accommodation are strongly encouraged to participate in a test item practice session. During these practice sessions, test administrators may use a script to walk students through the Directions handout applicable to the assessment they will administer to familiarize themselves and their students with the test format and item types. Directions handouts and scripts for test item practice sessions are available on the Florida Statewide Assessments Portal. Schools may choose to conduct a test item practice session in conjunction with or instead of using the paper-based practice tests. Paper-based practice tests are also available for NGSSS EOC assessments on the portal.

Students should be encouraged to access the Directions handouts, as well as the full-length paper-based practice tests and answer keys, on the portal to practice on their own.

Students with a braille, one-item-per-page, or large print accommodation are required to participate in a paper-based practice test using the appropriate practice materials, which must be ordered through TIDE by the district assessment coordinator.

Test Group Code

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

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

Student Demographic Page

For students taking paper-based tests, basic student information is captured on the student demographic page on the front cover of the test and answer book. The demographic information described on pages 13–14 must be verified in TIDE before printing On-Demand PreID Labels.

Note: An On-Demand PreID Label must be applied to all TO BE SCORED test and answer books including NGSSS EOC assessments. Failure to apply an On-Demand PreID Label may delay the scoring process, and results for TO BE SCORED test and answer books returned without labels will be included in late reporting if FDOE can determine to whom the materials belong.
Security Numbers

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

Schools must maintain test security by using the security numbers to account for all secure test materials before, during, and after test administration until the time they are returned to the contractor. The test administrator should also maintain a record of the security numbers for all test and answer books assigned to him or her. If a test administrator receives test and answer books that are not already listed, the security numbers of those materials must be added to this record with the names of the students to whom the test materials are assigned. The security number(s) of the document(s) assigned to and returned by each student should be recorded and verified at the completion of each day of testing.

On-Demand PreID Labels

For students taking paper-based tests, PreID labels are not provided for this administration and gridding demographic information on NGSSS assessments is no longer an option. Demographic information must be verified in TIDE before printing On-Demand PreID Labels. On-Demand PreID Labels must be printed and applied to the correct place on test and answer books. Failure to apply an On-Demand PreID Label may delay the scoring process, and results for TO BE SCORED test and answer books returned without labels may be included in late reporting. Instructions for printing On-Demand PreID Labels can be found in the TIDE User Guide.

Affix On-Demand PreID Labels

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

- Do not use student labels from previous administrations.
- Ensure that the administration (e.g., Fall 2020 ELA Writing Retake, Winter 2020 U.S. History) is correctly indicated on the PreID label.
- Test tickets and colored return labels must not be applied to test and answer books.
- Only the school assessment coordinator and other authorized school personnel may prepare materials and affix PreID labels. Sealed test and answer books must not be opened.
- Students and unauthorized school personnel are not permitted to assist in preparing secure materials before testing or in organizing and returning materials after testing.
- The Test Materials Chain of Custody Form must be maintained at all times.
- The PreID label number below the barcode must be readable. Be sure that the printer setting for “Fit to Print” is unchecked. Check that the barcodes are not faded or torn.
- Affix labels in the box on the student demographic page that states “APPLY PREID LABEL HERE.” For FSA test and answer books, this box contains a barcode used for scanning unused documents that will be covered by the PreID label on TO BE SCORED documents.
- All secure materials must be returned to locked storage and remain there until testing begins.
Follow these steps when verifying student information and affixing an On-Demand PreID Label to a student demographic page:

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

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

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

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

Sample On-Demand PreID Label

Hazardous Materials

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

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

Missing Materials

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

Schools must investigate any report of missing materials. If, after a thorough investigation, a secure document is not found, the school assessment coordinator must contact the district assessment coordinator. If guidance is needed, the district assessment coordinator should call the Bureau of K–12 Student Assessment immediately to discuss a plan of action. This action may include the involvement of local law enforcement personnel.
A written report must be submitted to the Bureau of K–12 Student Assessment within 30 calendar days after secure materials have been identified as missing. The report must include the following, as applicable:

- the nature of the situation,
- the time and place of the occurrence,
- the names of the people involved,
- copies of completed forms (e.g., Fall/Winter 2020 Test Administration and Security Agreement, Fall/Winter 2020 Test Administrator Prohibited Activities Agreement, Test Materials Chain of Custody Form),
- a description of the communication between the district assessment coordinator’s office and school personnel,
- how the incident was resolved, and
- what steps are being implemented to avoid future losses.

A form to report missing secure materials (Missing Materials Form) can be found on the portal. School personnel and district assessment coordinators may use this form, manipulate this form, or create their own form to submit with a written report.

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

**Do Not Score (DNS) and UNDO Bubbles**

When a paper-based test is invalidated for any of the reasons described in the “Test Invalidation” section on pages 25–26, grid the DNS bubble. Invalidated tests should be returned with TO BE SCORED materials to ensure that the student’s test attempt is recorded, but the student will not receive a score.

If a DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble. Then, package the test and answer book with all other TO BE SCORED materials. DNS and UNDO bubbles are located in the SCHOOL USE ONLY box on the student demographic page.

**DNS Guidelines for Defective Materials**

If a defective test and answer book is identified before testing begins, give the student a replacement book. If the test and answer book is USED and should not be scored, grid the DNS bubble and return the defective test and answer book with all other NOT TO BE SCORED materials. It is not necessary to grid the DNS bubble if the test and answer book is defective and UNUSED and has been packaged properly for return with all other NOT TO BE SCORED materials.
Paper-Based Materials Policies and Procedures

If a student discovers that the test and answer book is defective during testing, give the student a replacement test and answer book. After the test session has ended, the student must, under the supervision of the test administrator, transfer the exact responses from the defective test and answer book to the replacement test and answer book. Grid the DNS bubble on the defective test and answer book and return it with all other NOT TO BE SCORED materials.

If a test and answer book is soiled, see the instructions in the “Hazardous Materials” section on page 22.
Test Invalidation Policies and Procedures

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

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

For more information on how to process CBT test invalidations, see page 143.

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

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

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

3. **A student becomes ill and is unable to finish, or a student is not allowed the correct amount of time.** Invalidation decisions should be made based on whether the student was provided adequate time to respond completely to the test items. The student should be asked if he or she is comfortable with his or her performance on the test to determine if the test should be scored. If the student feels he or she was provided enough time to respond completely, the test should be submitted for scoring.

   If it is determined that the student was not provided adequate time to respond completely and the validity of the test results has been compromised, the test should be invalidated. However, if the validity of the test results has not been compromised and the student has not left the school’s campus, the student may return to the testing room during the same school day to complete the test session.

   If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that test session.

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

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

6. **A student is not provided an allowable accommodation indicated on the student’s IEP or Section 504 Plan.** The situation should be discussed with the student and his or her parents/guardians to determine if the lack of the accommodation significantly affected the student’s performance and if the test should be scored.
7. **An ELL or recently exited ELL student is given an accommodation not indicated in Appendix A.** If an ELL or recently exited ELL student is given an accommodation that is not listed in the allowable accommodations for ELLs and which compromises the validity of the test results, the student’s test must be invalidated.

8. **An ELL or recently exited ELL student is not provided an accommodation listed in the allowable accommodations for ELLs in Appendix A.** The situation should be discussed with the student and his or her parents/guardians to determine if the lack of the accommodation significantly affected the student’s performance and if the test should be scored.

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

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

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

12. **A student is given unauthorized help during testing.** If a student received unauthorized assistance or has been given an unfair advantage (e.g., a test administrator has told a student to check the answer to a specific item), the student’s test must be invalidated.
Test Administrator Responsibilities
Before Testing

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

Remember, prior to testing you must:

- Read, sign, and return a Fall/Winter 2020 Test Administration and Security Agreement verifying that you have read the appropriate sections of the test administration manual, are familiar with the test security statute and security policies, and have received adequate training; and
- Read, sign, and return a Fall/Winter 2020 Test Administrator Prohibited Activities Agreement.

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

Conduct CBT Practice Test

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

All students who will participate in a computer-based Fall/Winter 2020 administration for the first time are strongly encouraged to participate in a practice test for the subject test they are scheduled to take. Students should also be encouraged to access the practice test on the Florida Statewide Assessments Portal and practice on their own.

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

Test Item Practice for Paper-Based Accommodations

If you are administering an FSA EOC assessment to students with a regular print paper-based accommodation, you are encouraged to conduct a test item practice session using the Directions for Completing FSA EOC Test Items handout. The Directions handouts contain sample test items to prepare students to take the paper-based FSA assessments and will help familiarize you and your students with the various item types. Directions handouts and scripts for test item practice sessions, as well as full-length paper-based practice tests, are available on the portal.

Paper-based practice tests are also available for NGSSS EOC assessments on the portal.

Students with a braille, one-item-per-page, or large print accommodation must participate in a paper-based practice test using the appropriate practice materials. If you have students who require braille, one-item-per-page, or large print practice tests, notify your school assessment coordinator.
Prepare the Room for Testing

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

Remove or cover all visual aids in the room, such as word lists or charts showing the subject matter of the test being administered. Students may not have access to any unauthorized aids. Discuss any concerns with your school assessment coordinator.

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

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

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

Refer to the chart on page 16 for the number of proctors needed. It is recommended that at least one proctor be assigned to all testing rooms, even those with 25 or fewer students.

Record Required Administration Information

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

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

Record this information according to your school assessment coordinator’s instructions. Copy and file all required administration information for future reference. Return the originals to your school assessment coordinator.

Accommodations Codes

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

For ESE/504 students:
- 1-FP = Flexible Presentation
- 1-FR = Flexible Responding
- 1-FSC = Flexible Scheduling
- 1-FSE = Flexible Setting
- 1-AD = Assistive Devices

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

Complete Seating Charts

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

- Date
- Your name
- Room name/number
- Subject
- Student names and their locations in the room during testing
- Direction each student is facing
- Starting and stopping times
- Names of proctors (if applicable)
- Session ID (generated in the TA Interface when a test session is created)
- Laptop/mobile device assignments (if applicable)

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

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

Assemble Materials

Test Administration Manual

You are responsible for reading the Test Administration Policies and Procedures and Test Security Policies and Procedures sections, the Test Administrator Responsibilities sections, appropriate appendices, and the administration scripts included in this manual before testing. If you are administering a practice test, you will also need to access the practice test script available on the portal.

When testing students who are allowed certain accommodations, you may need to modify the administration scripts. It is especially important that you review the scripts before testing begins to determine the necessary modifications. If an accommodation is not provided as indicated on a student’s IEP or Section 504 Plan, or is not an allowable ELL accommodation, that student’s test may be invalidated. Contact your school assessment coordinator if you have questions about student accommodations.
Scripts for students using paper-based accommodations (regular print, large print, braille, one-item-per-page) and computer-based accommodations (e.g., masking, text-to-speech, closed captioning) can be found on the portal. Scripts and instructions for administering braille accommodations are provided with the braille test materials and are also available on the portal.

**Pencils/Pens**

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

**Computer or Mobile Device**

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

**Watch or Clock**

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

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

For all NGSSS EOC assessments (Biology 1, Civics, U.S. History), students may be provided additional time to complete the test, but tests must be completed within the same school day.

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

**Security Log**

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

**Do Not Disturb Sign**

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

**Electronic Devices Sign**

Prior to testing, post the Electronic Devices sign from Appendix E where it will be visible to all students.
No Calculators Sign

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

Session Signs

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

Receive Materials

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

Test Tickets

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

<table>
<thead>
<tr>
<th>Fall 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMO DISTRICT 99 (99)</td>
</tr>
<tr>
<td>DEMO SCHOOL 9009 (99-9009)</td>
</tr>
<tr>
<td>LASTNAME: Demo USERNAME: 197JM</td>
</tr>
<tr>
<td>FIRSTNAME: Student1 ENROLLED GRADE: 10</td>
</tr>
<tr>
<td>DOB: 01/01/2004 ID: FL123456789012</td>
</tr>
</tbody>
</table>

ELA Writing Passage Booklets

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

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

ELA Writing Planning Sheets

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

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

CBT Work Folders

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

CBT Worksheets

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

Calculators

A scientific calculator is available in the secure browser for Session 2 of FSA EOC assessments. Handheld scientific calculators **may** be used by students only if all students are provided a handheld calculator. Handheld scientific calculators must be on the approved list or have only the allowable functionality indicated in the *Calculator and Reference Sheet Policies for Florida Statewide Assessments* document (available on the portal).
For FSA EOC assessments, the calculator is available to students in Session 2 only. If providing handheld calculators, ensure that students are only provided handheld calculators in the appropriate test sessions.

For the computer-based Biology 1 EOC Assessment, students may use the four-function calculator available in the secure browser, a handheld calculator, or both. Handheld four-function calculators may be used by students only if all students are provided a handheld four-function calculator.

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

See pages 9–10 for more information about calculators for students testing with accommodations.

**Periodic Table**

The periodic table is available in the secure browser for students taking the computer-based Biology 1 EOC Assessment. If your school will print paper copies of the periodic table, distribute copies as indicated in the administration script. Paper copies of the periodic table are provided for students testing with paper-based accommodations and must be distributed to students, as indicated in the scripts. **Used periodic tables are considered secure materials and must be returned to the school assessment coordinator with other secure materials.** See page 10 for more information regarding the periodic table.

**Reference Sheets**

An electronic version of the reference sheet is available for FSA EOC assessments in the secure browser. If your school will provide paper copies of the reference sheets to students, distribute copies as indicated in the administration script. **Used reference sheets are considered secure materials and must be returned to the school assessment coordinator with other secure materials.** See page 10 for more information regarding reference sheets.

**Paper-Based Test Materials**

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

**Test Group Code**

For each paper-based test session, your school assessment coordinator will provide you with a unique four-digit test group code. The test group code is used as a security measure to identify groups of students tested together. You will need to post the test group code at the beginning of each session, as indicated in the test administration script, and record the code with your required administration information and on your seating chart.
Communicate Testing Policies to Parents/Guardians and Students

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

- **Electronic Devices Policy**—Students are not permitted to have any electronic devices, including, but not limited to, cell phones, smartphones, and smartwatches, at any time during testing or during breaks (e.g., restroom), **even if they are turned off or students do not use them**. If a student is found with an electronic device, his or her test will be invalidated. For information regarding limited exceptions for students with eligible accommodations, see Appendix A.

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

- **Calculator Policy**—For FSA EOC assessments, **calculators may be used during Session 2 only**. For Biology 1 EOC, a handheld four-function calculator may be used only if the school provides all students with a handheld four-function calculator. Schools must ensure that handheld calculators meet the specifications published by FDOE.

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

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

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

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

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

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

Prepare Student Computers and Devices

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

Read Script

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Writing Retake</td>
<td>39–46</td>
</tr>
<tr>
<td>ELA Reading Retake</td>
<td>47–65</td>
</tr>
<tr>
<td>Algebra 1 EOC</td>
<td>67–85</td>
</tr>
<tr>
<td>Biology 1 EOC</td>
<td>87–95</td>
</tr>
<tr>
<td>Civics EOC</td>
<td>97–104</td>
</tr>
<tr>
<td>Geometry EOC</td>
<td>105–123</td>
</tr>
<tr>
<td>U.S. History EOC</td>
<td>125–132</td>
</tr>
</tbody>
</table>

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

For information about CBT accommodations (masking, text-to-speech, speech-to-text, ASL, CC) and paper-based accommodations (regular print, large print, braille, one-item-per-page), refer to the 2020–2021 Statewide Assessments Accommodations Guide, available on the Florida Statewide Assessments Portal. Scripts and instructions for administering braille accommodations are provided with the braille test materials and are also available on the portal.

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

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

Read Testing Rules Acknowledgment

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

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

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

Create, Start, Monitor, and Stop the Test Session

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

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

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

Keep Time

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

For all ELA Retake and FSA EOC test sessions, students may be provided up to half the length of a typical school day to complete the session. For all NGSSS EOC assessments, students may be provided additional time to complete the test, but tests must be completed within the same school day. (Students are not required to have an extended time accommodation to receive additional testing time for ELA Retake and EOC assessments.)

If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
ELLs, recently exited ELLs, or eligible students with IEPs or Section 504 Plans may be provided additional time as indicated in their plans to complete a test session, but each test session must be completed within one school day. Eligible students with IEPs or Section 504 Plans that allow testing over more than one day per session are required to test on paper.

**Maintain Test Security**

Maintain test security at all times, and report violations or concerns to your school assessment coordinator immediately. Adhere to the *Test Security Policies and Procedures* described on pages 15–18 and the Statute and Rule in Appendix D, and abide by the *Fall/Winter 2020 Test Administration and Security Agreement* and the *Fall/Winter 2020 Test Administrator Prohibited Activities Agreement* that you signed prior to testing.

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

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

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

**Supervise Test Administration**

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

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

Carefully review the following information regarding guidance and policies that must be observed during and after testing.
Test Administrator Responsibilities During Testing

**Discussing Test Content with Students**

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

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

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

**Technical Issues**

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

**Student Reports a Defective Item**

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

**After Testing Is Complete**

If permitted by your school assessment coordinator, you may allow students to read after they have finished a session and their test materials have been collected. While still in the testing room, students are not permitted to write or to use their computers or devices after they have finished a session, even after their test materials have been collected. *Test materials may not be returned to students once the materials have been collected.*
Script for Administering the ELA Writing Retake

120+ Minutes

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

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

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

During this test, remember the following:

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

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

• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on page 28.

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

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

4. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room, such as posters with writing tips, have been removed or covered.

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

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

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

8. If you have students who require ELA Writing Passage Booklets (see page 31), make sure that the students have been assigned this accommodation in TIDE and that you have received the booklets from your school assessment coordinator. Do not distribute the booklets until instructed to do so in the script.

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

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

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click Administer Assessments.

2. Log in to the TA Interface with your username and password.

3. Select ELA Writing Retake and then start the session.

4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with “FL.” If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.
Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator and student inactivity. Do not create your session until immediately prior to testing.

**SAY** Today, you are going to take the ELA Writing Retake. Remove all materials from your desk except your pen or pencil and your planning sheet.

You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

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

Now, hold up a sample planning sheet.

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

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

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

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

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

Distribute the test tickets.

**SAY** Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.

Do not sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.
Script for Administering the ELA Writing Retake

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY You will now see a screen that says Your Tests. Click the arrow to the left of Start ELA Writing Retake to proceed.

While you are waiting for your test to be approved, you will see a Waiting for Approval screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

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

SAY Now, you should see a screen that says Before You Begin.

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

First, you will see a section titled Testing Rules Acknowledgment. Please listen and read along as I review the testing rules. Remember:

- You may not have a cell phone during testing.
- Do not talk to other students or make any disturbance.
- Do not look at another student’s test materials.
- Do not ask for or provide help in answering any test questions.
- Use only approved materials for taking notes.
- Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.
Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.

Are there any questions?

Answer all questions.

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

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

Now, click the box next to this line to indicate that you understand the testing rules.

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

During the test, be sure to read each passage carefully and respond completely to the writing prompt. Remember that your writing should show that you can organize and express your thoughts clearly and that you have responded completely to the writing prompt.

You are required to write your response in English. Responses written in languages other than English will not be scored.

Your response will automatically be saved every two minutes while you are actively working on the screen. You may also use the Save button on the top toolbar to save your work.

You may not use a dictionary. If you aren’t sure how to spell a word, spell it the best way you can.

Manage your time carefully so that you can read the passages, plan your response, write your response, and revise and edit your response.

If you finish the test before time is called, go back and check (proofread) your work and make corrections to improve your writing.

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

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

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

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

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

Pause to allow students a moment to review the instructions and answer all student questions.
Script for Administering the ELA Writing Retake

<table>
<thead>
<tr>
<th>SAY</th>
<th>Click Back to return to the Before You Begin screen.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do not click Begin Test Now until I tell you to do so.</td>
</tr>
</tbody>
</table>

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

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

Write your name in the space on the front cover of your passage booklet. Find the plastic pull tab on the right side of your passage booklet. Gently pull the tab out and down. Do not remove any remaining pieces of the tab. Then, open your booklet and check each page through the end of the book to see that all page numbers are in order and that there aren’t any missing or upside-down pages. You may write in your passage booklet, but be careful not to tear the pages or cover any parts of a passage. Do not read any of the passages before the test begins. If you see problems, raise your hand. If not, close the booklet and sit quietly.

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

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

You have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes. After 120 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the test.

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

Complete the following:

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

Display the STARTING and STOPPING times for students.
During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test.

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

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

After 60 minutes from the STARTING time,

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

After a short break,

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

You may now continue working.

After 50 minutes,

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

After 10 more minutes,

**SAY** Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, click **End Test.** A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click **Yes.** (*Pause*)

On the next screen, click **Submit Test.** A **Warning** message will appear. Click **Yes** on this message. (*Pause*)

On the **Test Completed** screen, click **Log Out.** You will be taken to the **Please Sign In** screen. I will collect your (*passage booklet*) planning sheet and test ticket.

Students will be returned to the login screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished or pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**
Script for Administering the ELA Writing Retake

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

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

At 10 minutes before the stopping time,

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

After 10 more minutes,

| SAY | **Stop.** Click **End Test.** A pop-up message will appear. Make sure the message says, “You have reached the end of the test.,” and then click **Yes.** *(Pause.)*  
On the next screen, click **Submit Test.** A **Warning** message will appear. Click **Yes** on this message. *(Pause.)*  
On the **Test Completed** screen, click **Log Out.** You will be taken to the **Please Sign In** screen. I will collect your *(passage booklet,)* planning sheet and test ticket. |

Students will be returned to the login screen once they submit their tests. Collect test materials. Once all students have submitted their tests, end the test session by clicking **STOP** in the TA Interface. This will pause any remaining tests, so only select **STOP** after all students have submitted their tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all *(passage booklets,)* planning sheets and test tickets and that your required administration information and testing room seating chart are accurate and complete.

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

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

   **For ESE/504 students:**
   - 1-FP = Flexible Presentation
   - 1-FR = Flexible Responding
   - 1-FSC = Flexible Scheduling
   - 1-FSE = Flexible Setting
   - 1-AD = Assistive Devices

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

4. Return all materials to your school assessment coordinator as described on page 133.
Script for Administering the
ELA Reading Retake

Session 1/Day 1

90+ Minutes

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

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

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

During this test session, remember the following:

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

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

• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

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

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

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

**Before Reading This Script**

1. Before students arrive, ensure that the testing room is prepared as described on page 28.

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

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

4. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.

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

   Students will pause their tests at the end of the session. If they select Next or Go to Session 2, you will need to deny the Exit session approval requests in the TA Interface to ensure that they can successfully sign into Session 2 on Day 2.

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

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

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

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

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

1. Go to the Florida Statewide Assessments Portal and click Administer Assessments.

2. Log in to the TA Interface with your username and password.

3. Select ELA Reading Retake and then start the session.

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

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

SAY Today, you are going to take Session 1 of the ELA Reading Retake. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.

You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

SAY You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.

Write your first and last names and today’s date on your CBT Worksheet. You may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session.

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

SAY Now, look at the login screen. If you do not see this screen, raise your hand.

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

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY You will now see a screen that says Your Tests. Click the arrow to the left of Start ELA Reading Retake to proceed.

While you are waiting for your test to be approved, you will see a Waiting for Approval screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

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

SAY Now, you should see a screen that says Audio Checks. Put your headphones or earbuds on now. In the Sound Check section, click the speaker icon. Adjust the volume, if necessary. If you can hear the sound, click Yes. A green tab with a checkmark will appear in the upper right corner of the Sound Check section.

Raise your hand if you cannot hear the sound. Click Continue.

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

SAY Now, you should see a screen that says Before You Begin.
Do not click Begin Test Now until I tell you to do so.
First, you will see a section titled Testing Rules Acknowledgment. Please listen and read along as I review the testing rules. Remember:

- You may not have a cell phone during testing.
- Do not talk to other students or make any disturbance.
- Do not look at another student’s test materials.
- Do not ask for or provide help in answering any test questions.
- Use only approved materials for taking notes.
- Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.

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

Are there any questions?

Answer all questions.

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

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

Now, click the box next to this line to indicate that you understand the testing rules.

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

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

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

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

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

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

Pause to allow students a moment to review the instructions and answer all student questions.
Click **Back** to return to the **Before You Begin** screen.

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

Today you will complete Session 1, which contains items 1 through 30. Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

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

**Option A**

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. Do not click **Next** or **Go to Session 2**. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

**Option B**

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **Pause** on the review screen and raise your hand. Do not click **Next** or **Go to Session 2**. I will collect your (passage booklet,) worksheet and test ticket. Then you must sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

**Option C**

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **Pause** on the screen and raise your hand. Do not click **Next** or **Go to Session 2**. I will collect your (passage booklet,) worksheet and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.

Please raise your hand if you have any questions.

Answer all questions.
If you have students who will use ELA Reading Passage Booklets:

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

| SAY | Write your name in the space on the front cover of your passage booklet. Find the first plastic pull tab on the right side of your passage booklet. Gently pull the tab **out** and **down**. Do not remove any remaining pieces of the tab. Then, open your booklet and check each page through the end of Session 1 to see that all page numbers are in order and that there aren’t any missing or upside-down pages. You may write in your passage booklet, but be careful not to tear the pages or cover any parts of a passage. Do not read any of the passages before the test begins. If you see problems, raise your hand. If not, close the booklet and sit quietly. |

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

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

Complete the following:

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

Display the **STARTING** and **STOPPING** times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.
Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

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

Ensure that students do not click Next or Go to Session 2 on the review screen. If they do, students will appear in the TA Interface requesting Exit session approval. You will deny this request and the students will be logged out. They may log back into Session 1 the same day, if needed.

If students are accidentally approved into Session 2, have them pause their tests immediately and contact your school assessment coordinator.

After 45 minutes from the STARTING time,

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

After a short break,

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

After 35 minutes,

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

After 10 more minutes,

**SAY** Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, make sure you are on the review screen and pause your test by clicking Pause and then selecting Yes on the pop-up message. Do not click Next or Go to Session 2. Raise your hand and I will collect your (passage booklet,) worksheet and test ticket.

Students will be returned to the login screen once they pause their tests. Ensure that you deny any Exit session approval requests in the TA Interface if students click Next or Go to Session 2 on the review screen. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished or pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

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

**SAY** Now, we will continue testing. You have until ____ to continue working, and I will let you know when there are 10 minutes left.
At 10 minutes before the stopping time,

**SAY** You have 10 minutes to finish Session 1.

After 10 more minutes,

**SAY** Stop. Make sure you are on the review screen and pause your test by clicking Pause and then selecting Yes on the pop-up message. Do not click Next or Go to Session 2. I will collect your (passage booklet,) worksheet and test ticket.

Students will be returned to the login screen once they pause their tests. Ensure that you deny any Exit session approval requests in the TA Interface if students click Next or Go to Session 2 on the review screen. Collect test materials.

Once all students have paused their tests, end the test session by clicking STOP in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking Logout in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (passage booklets,) worksheets and test tickets and that your required administration information and testing room seating chart are accurate and complete.

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 ELA Reading Retake

Session 2/Day 2

90+ Minutes

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

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

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

During this test session, remember the following:

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

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

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

• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

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

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

1. Before students arrive, ensure that the testing room is prepared as described on page 28.

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

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

4. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.

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

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

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

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

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

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

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **Administer Assessments.**

2. Log in to the TA Interface with your username and password.
3. Select **ELA Reading Retake** and then start the session.

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

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

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).

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

Now, look at the login screen. If you do not see this screen, raise your hand.

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

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

Distribute the test tickets.

Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.

Do not sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.
Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL-____-____. The Session ID is displayed for you. Click Sign In. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

You will now see a screen that says Your Tests. Click the arrow to the left of Resume ELA Reading Retake to proceed.

While you are waiting for your test to be approved, you will see a Waiting for Approval screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

Now, you should see a screen that says Audio Checks. Put your headphones or earbuds on now. In the Sound Check section, click the speaker icon. Adjust the volume, if necessary. If you can hear the sound, click Yes. A green tab with a checkmark will appear in the upper right corner of the Sound Check section.

Raise your hand if you cannot hear the sound. Click Continue.

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

Now, you should see a screen that says Before You Begin.

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

Before taking Session 1 of this test, you clicked a box next to the Testing Rules Acknowledgment to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Remember:

- You may not have a cell phone during testing.
- Do not talk to other students or make any disturbance.
- Do not look at another student’s test materials.
- Do not ask for or provide help in answering any test questions.
- Use only approved materials for taking notes.
- Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.
Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.

Are there any questions?

Answer all questions.

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

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

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

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

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

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

Click Back to return to the Before You Begin screen.

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

Today you will complete Session 2, which contains items 31 through 64. Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

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

Option A

Say When you have finished this session, review your work carefully and make sure you have answered every question. Do not click End Test until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

OR
Option B

**SAY**  When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your (passage booklet,) worksheet and test ticket. Then you must sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

OR

Option C

**SAY**  When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your (passage booklet,) worksheet and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.

Please raise your hand if you have any questions.

Answer all questions.

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

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

**SAY**  Make sure you have the passage booklet with your name on it. Find the remaining plastic pull tab on the right side of your passage booklet. Gently pull the tab out and down. Do not remove any remaining pieces of the tab. Then, open your booklet and check each page through the end of the booklet 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 passages before the test begins. If you see problems, raise your hand. If not, close the booklet and sit quietly.

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

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

You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the session.
SAY Now, click **Begin Test Now** and note the final warning about cell phones. If you have a phone within your reach, raise your hand and I will collect it now. *(Pause. Collect any devices.)* Now, click **Next** in the upper left corner of the screen. This will take you to the first question of the test. You may now begin working.

Complete the following:

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

Display the **STARTING** and **STOPPING** times for students.

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

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

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

After 45 minutes from the **STARTING** time,

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

After a short break,

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

After 35 minutes,

**SAY** There are 10 minutes left in the 90-minute test session.
After 10 more minutes,

<table>
<thead>
<tr>
<th>SAY</th>
<th>Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time. If you have finished working, make sure you are on the review screen. Click End Test. A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click Yes. (Pause.) On the next screen, click Submit Test. A Warning message will appear. Click Yes on this message. (Pause.) On the Test Completed screen, click Log Out. You will be taken to the Please Sign In screen. I will collect your (passage booklet,) worksheet and test ticket. Students will be returned to the login screen once they submit their tests. Collect test materials. Based on instructions from your school assessment coordinator, either dismiss students who have finished or pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. Students may work for a total of half of a typical school day. Display the new stopping time for students. Once students are ready to continue working,</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAY</td>
<td>Now, we will continue testing. You have until ____ to continue working, and I will let you know when there are 10 minutes left.</td>
</tr>
<tr>
<td>SAY</td>
<td>You have 10 minutes to finish Session 2.</td>
</tr>
<tr>
<td>SAY</td>
<td>Stop. Make sure you are on the review screen. Click End Test. A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click Yes. (Pause.) On the next screen, click Submit Test. A Warning message will appear. Click Yes on this message. (Pause.) On the Test Completed screen, click Log Out. You will be taken to the Please Sign In screen. I will collect your (passage booklet,) worksheet and test ticket. Students will be returned to the login screen once they submit their tests. Collect test materials. Once all students have submitted their tests, end the test session by clicking STOP in the TA Interface. This will pause any remaining tests, so only select STOP after all students have submitted their tests. Then log out of the TA Interface by clicking Logout in the upper right corner of the screen. Complete the following steps:</td>
</tr>
<tr>
<td>1.</td>
<td>Ensure that you have all (passage booklets,) worksheets and test tickets and that your required administration information and testing room seating chart are accurate and complete.</td>
</tr>
</tbody>
</table>
2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

   **For ESE/504 students:**
   - 1-FP = Flexible Presentation
   - 1-FR = Flexible Responding
   - 1-FSC = Flexible Scheduling
   - 1-FSE = Flexible Setting
   - 1-AD = Assistive Devices

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

4. Return all materials to your school assessment coordinator as described on page 133.
Calculators are not permitted during this test session. Do not distribute calculators until the beginning of Session 2.

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

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

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

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
• If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.
• If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
• When reading the following script, please note that optional words are italicized and in parentheses.
• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on page 28.
2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. Do not distribute tickets until instructed to do so in the script.
3. Ensure that the Electronic Devices sign, No Calculators sign, and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E.)
4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
5. Ensure that you understand your school assessment coordinator’s instructions regarding the length of time students should be permitted to test for this session. Contact your school assessment coordinator if you have not already received timing information for Session 1.

Students will pause their tests at the end of the session. If they select Next or Go to Session 2, you will need to deny the Exit session approval requests in the TA Interface to ensure that they can successfully sign into Session 2 on Day 2.

6. Prior to testing, ensure that students have the following:
   • A pen or pencil
   • A CBT Work Folder
   • Algebra 1 EOC FSA Mathematics Reference Sheet (Paper reference sheets should be provided only if your school is providing copies for all students.)
7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
8. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student Please Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.
Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **Administer Assessments**.
2. Log in to the TA Interface with your username and password.
3. Select **Algebra 1 EOC** and then start the session.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with “FL.” If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

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

**SAY** Today, you are going to take Session 1 of the Algebra 1 EOC test. Remove all materials from your desk except your (Algebra 1 EOC FSA Mathematics Reference Sheet,) pen or pencil, and your work folder.

You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. **If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.**
If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

**SAY** You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.

Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.

Calculators are not allowed during this test session. If you have a calculator, raise your hand and I will collect it. (Pause.)

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

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

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

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

Distribute the test tickets.
SAY Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.

Do not sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY You will now see a screen that says Your Tests. Click the arrow to the left of Start Algebra 1 EOC to proceed.

While you are waiting for your test to be approved, you will see a Waiting for Approval screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

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

SAY Now, you should see a screen that says Before You Begin.

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

First, you will see a section titled Testing Rules Acknowledgment. Please listen and read along as I review the testing rules. Remember:

• You may not have a cell phone during testing.
• Do not talk to other students or make any disturbance.
• Do not look at another student’s test materials.
Answer all questions.

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

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

Now, click the box next to this line to indicate that you understand the testing rules.

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

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

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

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

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

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

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

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

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

Today you will complete Session 1, which contains items 1 through 34. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

As a reminder, you may access a pop-up window displaying an electronic version of the reference sheet by clicking the Formulas button in the top right corner of the test.
If your school provided paper copies of the *Algebra 1 EOC FSA Mathematics Reference Sheet* for students to use,

**SAY**

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

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

**SAY**

Write your first and last names in the upper right corner of the reference sheet now. *(Pause.)*

This is considered a secure document and must be returned with your work folder.

Please raise your hand if you have any questions.

Answer all questions.

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

**Option A**

**SAY**

When you have finished this session, review your work carefully and make sure you have answered every question. Do not click *Next* or *Go to Session 2*. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

**Option B**

**SAY**

When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click *Pause* on the review screen and raise your hand. Do not click *Next* or *Go to Session 2*. I will collect your *(reference sheet)* work folder and test ticket. Then you must sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**
Option C

SAY When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click Pause on the review screen and raise your hand. Do not click Next or Go to Session 2. I will collect your (reference sheet,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.

Please raise your hand if you have any questions.

Answer all questions.

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

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

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

Complete the following:

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

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately. Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.
Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

Ensure that students do not click Next or Go to Session 2 on the review screen. If they do, students will appear in the TA Interface requesting Exit session approval. You will deny this request and the students will be logged out. They may log back into Session 1 the same day, if needed.

If students are accidentally approved into Session 2, have them pause their tests immediately and contact your school assessment coordinator.

After 45 minutes from the STARTING time,

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

After a short break,

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

After 35 minutes,

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

After 10 more minutes,

| SAY | Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time. If you have finished working, make sure you are on the review screen and pause your test by clicking Pause and then selecting Yes on the pop-up message. Do not click Next or Go to Session 2. Raise your hand and I will collect your (reference sheet,) work folder and test ticket. |

Students will be returned to the login screen once they pause their tests. Ensure that you deny any Exit session approval requests in the TA Interface if students click Next or Go to Session 2 on the review screen. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished or pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

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

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

At 10 minutes before the stopping time,

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

SAY  **Stop.** Make sure you are on the review screen and pause your test by clicking **Pause** and then selecting **Yes** on the pop-up message. Do not click **Next** or **Go to Session 2.** I will collect your (reference sheet,) work folder and test ticket.

Students will be returned to the login screen once they pause their tests. Ensure that you deny any **Exit session approval** requests in the TA Interface if students click **Next** or **Go to Session 2** on the review screen. Collect test materials.

Once all students have paused their tests, end the test session by clicking **STOP** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (reference sheets,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete.

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 Algebra 1 EOC Assessment

Session 2/Day 2

90+ Minutes

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

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

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

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
Script for Administering the Algebra 1 EOC Assessment—Session 2/Day 2

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on page 28.

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

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

4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.

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

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

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

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

1. Go to the Florida Statewide Assessments Portal and click Administer Assessments.

2. Log in to the TA Interface with your username and password.

3. Select Algebra 1 EOC and then start the session.

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

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

SAY Today, you are going to take Session 2 of the Algebra 1 EOC test. Remove all materials from your desk except your (Algebra 1 EOC FSA Mathematics Reference Sheet,) (scientific calculator,) pen or pencil, and your work folder.

You may not have any electronic or recording devices, other than the device you are using to take the test (and your calculator), at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

SAY You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.

Write your first and last names and today’s date on your work folder. Remember, you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.

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

SAY Now, look at the login screen. If you do not see this screen, raise your hand.

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

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

Distribute the test tickets.
SAY Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.

Do not sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

SAY You will now see a screen that says Your Tests. Click the arrow to the left of Resume Algebra 1 EOC to proceed.

While you are waiting for your test to be approved, you will see a Waiting for Approval screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

SAY Now, you should see a screen that says Before You Begin.

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

Before taking Session 1 of this test, you clicked a box next to the Testing Rules Acknowledgment to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Remember:

- You may not have a cell phone during testing.
- Do not talk to other students or make any disturbance.
- Do not look at another student’s test materials.
- Do not ask for or provide help in answering any test questions.
- Use only approved materials for taking notes.
- Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.
SAY Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.

Are there any questions?

Answer all questions.

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

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

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

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

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

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

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

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

Today you will complete Session 2, which contains items 35 through 68. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

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

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

SAY Now, look at your paper reference sheet. (Make sure you have the reference sheet with your name on it.) (Write your first and last names in the upper right corner of the new reference sheet now.) Please raise your hand if there are problems with your reference sheet.

This is considered a secure document and must be returned with your work folder.

Please raise your hand if you have any questions.

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

Option A

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

OR

Option B

| SAY | When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your *(reference sheet,)* *(calculator,)* work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions. |

OR

Option C

| SAY | When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your *(reference sheet,)* *(calculator,)* work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device. Please raise your hand if you have any questions. |

Answer all questions.

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

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

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately. Your attention should not be diverted from students at any time during the test session.

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

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

After 45 minutes from the STARTING time,

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

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, if you finish early, go back and check your work.

Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

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

After 10 more minutes,

SAY Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, make sure you are on the review screen. Click End Test. A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click Yes. (Pause.)
SAY  On the next screen, click Submit Test. A Warning message will appear. Click Yes on this message. (Pause.)

On the Test Completed screen, click Log Out. You will be taken to the Please Sign In screen.
I will collect your (reference sheet,) (calculator,) work folder and test ticket.

Students will be returned to the login screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished or pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

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

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

At 10 minutes before the stopping time,

SAY  You have 10 minutes to finish Session 2.

After 10 more minutes,

SAY  **Stop.** Make sure you are on the review screen. Click End Test. A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click Yes. (Pause.)

On the next screen, click Submit Test. A Warning message will appear. Click Yes on this message. (Pause.)

On the Test Completed screen, click Log Out. You will be taken to the Please Sign In screen.
I will collect your (reference sheet,) (calculator,) work folder and test ticket.

Students will be returned to the login screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test session by clicking STOP in the TA Interface.
This will pause any remaining tests, so only select STOP after all students have submitted their tests.
Then log out of the TA Interface by clicking Logout in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (reference sheets, calculators,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

**For ESE/504 students:**
- 1-FP = Flexible Presentation
- 1-FR = Flexible Responding
- 1-FSC = Flexible Scheduling
- 1-FSE = Flexible Setting
- 1-AD = Assistive Devices

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

4. Return all materials to your school assessment coordinator as described on page 133.
Script for Administering the Biology 1 EOC Assessment

160+ Minutes

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

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

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

During this test, remember the following:

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

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

• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on page 28.

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

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

4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying scientific concepts) and that any visual aids displayed in the testing room have been removed or covered.

5. If your school is providing paper copies of the *Periodic Table of the Elements*, make sure you have sufficient copies for all students taking the Biology 1 EOC Assessment. Distribute periodic tables **before** testing begins. References to hard copy periodic tables are in parentheses and italics in this script and should be read to students only if applicable.

6. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A CBT Work Folder
   - A handheld four-function calculator (Handheld four-function calculators **may** be used by students only if all students are provided a handheld calculator.)

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

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

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **Administer Assessments**.

2. Log in to the TA Interface with your username and password.

3. Select **Biology 1 EOC** and then start the session.

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

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.
SAY Today, you will take the Biology 1 EOC test.

You may use the four-function calculator included in the secure browser, or you may use an approved handheld calculator during this test. Calculators have already been distributed to students who requested them; however, if you have not yet received one and would like to use a handheld calculator, please raise your hand.

Distribute calculators as needed.

SAY Remove all materials from your desk except your (Periodic Table of the Elements, four-function calculator,) work folder, and your pen or pencil.

You may not have any electronic or recording devices (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 not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

SAY You will have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time.

Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test. If you need another work folder during testing, raise your hand.

Please do not type any information until I tell you to do so.

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

SAY Now, look at the login screen. If you do not see this screen, raise your hand.

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

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

Distribute the test tickets.

SAY Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.

Do not sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.
Script for Administering the Biology 1 EOC Assessment

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

**SAY** You will now see a screen that says **Your Tests**. Click the arrow to the left of **Start Biology 1 EOC** to proceed.

While you are waiting for your test to be approved, you will see a **Waiting for Approval** screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

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

**SAY** Now, you should see a screen that says **Before You Begin**.

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

First, you will see a section titled **Testing Rules Acknowledgment**. Please listen and read along as I review the testing rules. Remember:

- You may not have a cell phone during testing.
- Do not talk to other students or make any disturbance.
- Do not look at another student’s test materials.
- Do not ask for or provide help in answering any test questions.
- Use only approved materials for taking notes.
- Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.
Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.

Are there any questions?

Answer all questions.

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

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

Now, click the box next to this line to indicate that you understand the testing rules.

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

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

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

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

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

Below Test Settings, click View Help Guide. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. You can also use this page to view a diagram of the Desmos four-function calculator available in the secure browser and instructions for how to use it. As a reminder, this page will also be available in the Help Guide after you’ve started the test. Raise your hand if you have any questions as you review these instructions.

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

Click Back to return to the Before You Begin screen.

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

There are 66 questions on today’s test. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

As a reminder, you may access a pop-up window displaying an electronic version of the Periodic Table of the Elements by clicking the Periodic Table button in the top right corner of the test.
If your school provided paper copies of the *Periodic Table of the Elements* for students to use,

**SAY** Now, look at the top of your copy of the periodic table. It should say *Periodic Table of the Elements*. Examine the page carefully to ensure that content near the edge of the periodic table has not been cut off. Please raise your hand if there are problems with your periodic table.

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

**SAY** Write your first and last names in the upper right corner of the periodic table now. *(Pause.)*

This is considered a secure document and must be returned with your work folder.

Please raise your hand if you have any questions.

Answer all questions.

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

**Option A**

**SAY** When you have finished the test, review your answers and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your *(periodic table, calculator,)* work folder and test ticket.

If you finish the test within the first 80 minutes, please sit quietly. You are not permitted to leave within the first 80 minutes. At the break, you will be dismissed.

If you finish the test and it is after the stretch break, you may leave quietly.

Please raise your hand if you have any questions.

**OR**

**Option B**

**SAY** When you have finished the test, review your answers and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your *(periodic table, calculator,)* work folder and test ticket. Sit quietly until I tell you that the test has ended. Do not use your computer or device once you have submitted your test.

Please raise your hand if you have any questions.

**OR**
Option C

**SAY** When you have finished the test, review your answers and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your *(periodic table, calculator)* work folder and test ticket. Sit quietly until I tell you that the test has ended. You may read, but you may not write or use your testing computer or device.

Please raise your hand if you have any questions.

Answer all questions.

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

You have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the test.

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

Complete the following:

- **STARTING time:**

- **Add 80 minutes:** +80 minutes

- **Time to call a break:**

- **TIME TESTING RESUMES:**

- **Add 70 minutes:** +70 minutes

- **Time for 10-minute reminder:**

- **Add 10 minutes:** +10 minutes

- **STOPPING time:**

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately. Your attention should not be diverted from students at any time during the test.

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

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.
Script for Administering the Biology 1 EOC Assessment

After 80 minutes from the STARTING time,

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

If your school selected Option A,

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

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

After a short break,

SAY Now, be seated. You still have 80 minutes to complete this test, and I will let you know when there are 10 minutes left. Remember, if you finish early, go back and check your work.

Make sure you are on the screen where you left off. You may now continue working.

After 70 minutes,

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

After 10 more minutes,

SAY **Stop.** Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, make sure you are on the review screen. Click **End Test** in the upper left corner of the screen. A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click **Yes.** *(Pause.)*

On the next screen, click **Submit Test.** A **Warning** message will appear. Click **Yes** on this message. *(Pause.)*

On the **Test Completed** screen, click **Log Out.** You will be taken to the **Please Sign In** screen. I will collect your *(periodic table, calculator,)* work folder and test ticket.

Students will be returned to the login screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished or pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students who need additional time after 160 minutes may continue working; however, testing must be completed within the same school day.**

Once students are ready to continue working,

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

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

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

**SAY:** *Stop.* Make sure you are on the review screen. Click **End Test** in the upper left corner of the screen. A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click **Yes.** *(Pause.)*

On the next screen, click **Submit Test.** A **Warning** message will appear. Click **Yes** on this message. *(Pause.)*

On the **Test Completed** screen, click **Log Out.** You will be taken to the **Please Sign In** screen. I will collect your (periodic table, calculator,) work folder and test ticket.

Students will be returned to the login screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test by clicking **STOP** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (periodic tables, calculators,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete.
2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

   **For ESE/504 students:**
   - 1-FP = Flexible Presentation
   - 1-FR = Flexible Responding
   - 1-FSC = Flexible Scheduling
   - 1-FSE = Flexible Setting
   - 1-AD = Assistive Devices

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

4. Return all materials to your school assessment coordinator as described on page 133.
Script for Administering the Civics EOC Assessment

160+ Minutes

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

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

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

During this test, remember the following:

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

• Ensure that all students in your testing room taking this test for the first time have participated in a practice test. If any students have not completed a practice test, contact your school assessment coordinator.

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

• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on page 28.
2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
3. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E.)
4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying government concepts) and that any visual aids displayed in the testing room have been removed or covered.
5. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A CBT Worksheet
6. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
7. Launch the secure browser on student computers or devices prior to beginning the test. When the connection is established, the student **Please Sign In** screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **Administer Assessments.**
2. Log in to the TA Interface with your username and password.
3. Select **Civics EOC** and then start the session.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with “FL.” If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

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

SAY Today, you will take the Civics EOC test. Remove all materials from your desk except your pen or pencil and CBT Worksheet.
You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.

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).

You will have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time.

Write your first and last names and today’s date on your worksheet. Remember, you may use your worksheet to take notes during the test. You may not use any other paper. I will collect your worksheet at the end of this test.

Please do not type any information until I tell you to do so.

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

Now, look at the login screen. If you do not see this screen, raise your hand.

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

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

Distribute the test tickets.

Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.

Do not sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.
You will now see a screen that says **Your Tests**. Click the arrow to the left of **Start Civics EOC** to proceed.

While you are waiting for your test to be approved, you will see a **Waiting for Approval** screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

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

**SAY** Now, you should see a screen that says **Before You Begin**.

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

First, you will see a section titled **Testing Rules Acknowledgment**. Please listen and read along as I review the testing rules. Remember:

- You may not have a cell phone during testing.
- Do not talk to other students or make any disturbance.
- Do not look at another student’s test materials.
- Do not ask for or provide help in answering any test questions.
- Use only approved materials for taking notes.
- Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.

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

Are there any questions?

Answer all questions.

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

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

Now, click the box next to this line to indicate that you understand the testing rules.

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.
SAY Now, on the **Before You Begin** screen, click **View Test Settings**. You should see a screen that says **Review Test Settings**. This screen allows you to choose the print size, background color, and mouse pointer for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

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

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

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

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

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

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

There are 53 questions on today’s test. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

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

**Option A**

SAY When you have finished the test, review your answers and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your worksheet and test ticket.

If you finish the test within the first 80 minutes, please sit quietly. You are not permitted to leave within the first 80 minutes. At the break, you will be dismissed.

If you finish the test and it is after the stretch break, you may leave quietly.

Please raise your hand if you have any questions.

OR

**Option B**

SAY When you have finished the test, review your answers and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your worksheet and test ticket. Sit quietly until I tell you that the test has ended. Do not use your computer or device once you have submitted your test.

Please raise your hand if you have any questions.

OR
Option C

SAY When you have finished the test, review your answers and make sure you have answered every question. After you have checked your work, click End Test and raise your hand. I will collect your worksheet and test ticket. Sit quietly until I tell you that the test has ended. You may read, but you may not write or use your testing computer or device.

Please raise your hand if you have any questions.

Answer all questions.

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

You have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the test.

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

Complete the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STARTING time:</td>
<td>__________</td>
</tr>
<tr>
<td>Add 80 minutes:</td>
<td>+80 minutes</td>
</tr>
<tr>
<td>Time to call a break:</td>
<td>__________</td>
</tr>
<tr>
<td>TIME TESTING RESUMES:</td>
<td>__________</td>
</tr>
<tr>
<td>Add 70 minutes:</td>
<td>+70 minutes</td>
</tr>
<tr>
<td>Time for 10-minute reminder:</td>
<td>__________</td>
</tr>
<tr>
<td>Add 10 minutes:</td>
<td>+10 minutes</td>
</tr>
<tr>
<td>STOPPING time:</td>
<td>__________</td>
</tr>
</tbody>
</table>

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately. Your attention should not be diverted from students at any time during the test.

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

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.
After 80 minutes from the STARTING time,

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

**If your school selected Option A,**

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

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

After a short break,

**SAY** Now, be seated. You still have 80 minutes to complete this test, and I will let you know when there are 10 minutes left. Remember, if you finish early, go back and check your work.

Make sure you are on the screen where you left off. You may now continue working.

After 70 minutes,

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

After 10 more minutes,

**SAY** Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, make sure you are on the review screen. Click **End Test** in the upper left corner of the screen. A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click **Yes.** *(Pause.)*

On the next screen, click **Submit Test.** A **Warning** message will appear. Click **Yes** on this message. *(Pause.)*

On the **Test Completed** screen, click **Log Out.** You will be taken to the **Please Sign In** screen. I will collect your worksheet and test ticket.

Students will be returned to the login screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished or pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students who need additional time after 160 minutes may continue working; however, testing must be completed within the same school day.**

Once students are ready to continue working,

**SAY** Now, we will continue testing. Remember, if you need to leave the room at any time, raise your hand. Only one student may leave the room at a time. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.
Script for Administering the Civics EOC Assessment

**SAY** Please raise your hand after you have submitted the test. I will confirm that I have your test materials, and then you may leave the room quietly.

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

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

**SAY** **Stop.** Make sure you are on the review screen. Click **End Test** in the upper left corner of the screen. A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click **Yes.** *(Pause.)*

On the next screen, click **Submit Test.** A **Warning** message will appear. Click **Yes** on this message. *(Pause.)*

On the **Test Completed** screen, click **Log Out.** You will be taken to the **Please Sign In** screen.

Students will be returned to the login screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test by clicking **STOP** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all worksheets and test tickets and that your required administration information and testing room seating chart are accurate and complete.

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

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

   **For ESE/504 students:**
   - 1-FP = Flexible Presentation
   - 1-FR = Flexible Responding
   - 1-FSC = Flexible Scheduling
   - 1-FSE = Flexible Setting
   - 1-AD = Assistive Devices

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

4. Return all materials to your school assessment coordinator as described on page 133.
Script for Administering the Geometry EOC Assessment

Session 1/Day 1

90+ Minutes

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

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

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

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

During this test session, remember the following:

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

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

• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

• During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
• If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.
• If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
• When reading the following script, please note that optional words are italicized and in parentheses.
• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on page 28.
2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. Do not distribute tickets until instructed to do so in the script.
3. Ensure that the Electronic Devices sign, No Calculators sign, and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E.)
4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
5. Ensure that you understand your school assessment coordinator’s instructions regarding the length of time students should be permitted to test for this session. Contact your school assessment coordinator if you have not already received timing information for Session 1.

Students will pause their tests at the end of the session. If they select Next or Go to Session 2, you will need to deny the Exit session approval requests in the TA Interface to ensure that they can successfully sign into Session 2 on Day 2.

6. Prior to testing, ensure that students have the following:
   • A pen or pencil
   • A CBT Work Folder
   • Geometry EOC FSA Mathematics Reference Sheet (Paper reference sheets should be provided only if your school is providing copies for all students.)
7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
8. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student Please Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.
Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click Administer Assessments.
2. Log in to the TA Interface with your username and password.
3. Select Geometry EOC and then start the session.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with “FL.” If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

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

SAY Today, you are going to take Session 1 of the Geometry EOC test. Remove all materials from your desk except your (Geometry EOC FSA Mathematics Reference Sheet,) pen or pencil, and your work folder.

You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

SAY You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.

Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.

Calculators are not allowed during this test session. If you have a calculator, raise your hand and I will collect it. (Pause.)

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

SAY Now, look at the login screen. If you do not see this screen, raise your hand.

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

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

Distribute the test tickets.
### Script for Administering the Geometry EOC Assessment—Session 1/Day 1

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

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

Assist any students who raise their hands.

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

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

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

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

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

Are there any questions?

Answer all questions.

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

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

Now, click the box next to this line to indicate that you understand the testing rules.

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

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

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

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

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

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

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

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

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

Today you will complete Session 1, which contains items 1 through 34. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

As a reminder, you may access a pop-up window displaying an electronic version of the reference sheet by clicking the Formulas button in the top right corner of the test.
If your school provided paper copies of the *Geometry EOC FSA Mathematics Reference Sheet* for students to use,

**SAY**

Now, look at the top of your paper reference sheet. It should say *Geometry EOC FSA Mathematics Reference Sheet*. Turn it over and ensure that both sides of the reference sheet have the correct title. Examine both sides carefully to ensure that content near the edge of the reference sheet has not been cut off. Please raise your hand if there are problems with your reference sheet.

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

**SAY**

Write your first and last names in the upper right corner of the reference sheet now. *(Pause.)*

This is considered a secure document and must be returned with your work folder.

Please raise your hand if you have any questions.

Answer all questions.

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

**Option A**

**SAY**

When you have finished this session, review your work carefully and make sure you have answered every question. Do not click *Next* or *Go to Session 2*. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

**Option B**

**SAY**

When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click *Pause* on the review screen and raise your hand. Do not click *Next* or *Go to Session 2*. I will collect your *(reference sheet,)* work folder and test ticket. Then you must sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**
Option C

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **Pause** on the review screen and raise your hand. Do not click **Next** or **Go to Session 2**. I will collect your (reference sheet,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.

Please raise your hand if you have any questions.

Answer all questions.

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

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

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

Complete the following:

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

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically刷新es every 60 seconds. When the page refreshes, students’ statuses are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.
Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

Ensure that students do not click Next or Go to Session 2 on the review screen. If they do, students will appear in the TA Interface requesting Exit session approval. You will deny this request and the students will be logged out. They may log back into Session 1 the same day, if needed.

If students are accidentally approved into Session 2, have them pause their tests immediately and contact your school assessment coordinator.

After 45 minutes from the STARTING time,

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

After a short break,

**SAY** Now, be seated. You still have 45 minutes to complete this session, and I will let you know when there are 10 minutes left. Remember, if you finish early, go back and check your work.

Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

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

After 10 more minutes,

**SAY** Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, make sure you are on the review screen and pause your test by clicking Pause and then selecting Yes on the pop-up message. Do not click Next or Go to Session 2. Raise your hand and I will collect your (reference sheet, work folder, and test ticket).

Students will be returned to the login screen once they pause their tests. Ensure that you deny any Exit session approval requests in the TA Interface if students click Next or Go to Session 2 on the review screen. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished or pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. Students may work for a total of half of a typical school day.

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

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

At 10 minutes before the stopping time,
SAY | You have 10 minutes to finish Session 1.

After 10 more minutes,

**SAY** Stop. Make sure you are on the review screen and pause your test by clicking Pause and then selecting Yes on the pop-up message. Do not click Next or Go to Session 2. I will collect your (reference sheet,) work folder and test ticket.

Students will be returned to the login screen once they pause their tests. Ensure that you deny any Exit session approval requests in the TA Interface if students click Next or Go to Session 2 on the review screen. Collect test materials.

Once all students have paused their tests, end the test session by clicking STOP in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking Logout in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (reference sheets,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete.

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 Geometry EOC Assessment

Session 2/Day 2

90+ Minutes

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

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

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

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
• When reading the following script, please note that optional words are italicized and in parentheses.
• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed.

Before Reading This Script
1. Before students arrive, ensure that the testing room is prepared as described on page 28.
2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. Do not distribute tickets until instructed to do so in the script.
3. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available in Appendix E.)
4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
5. Ensure that you understand your school assessment coordinator’s instructions regarding the length of time students should be permitted to test for this session. Contact your school assessment coordinator if you have not already received timing information for Session 2.
6. Prior to testing, ensure that students have the following:
   • A pen or pencil
   • A new CBT Work Folder (Students should not use the same work folders that they used in Session 1.)
   • A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided only if your school is allowing their use.)
   • Geometry EOC FSA Mathematics Reference Sheet (Paper reference sheets should be provided only if your school is providing copies for all students. You may provide new printed copies of the reference sheet for Session 2 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Session 1, then make sure that each student receives the same reference sheet that he or she used during Session 1.)
7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
8. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student Please Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.

![Please Sign In](image.png)
Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **Administer Assessments**.
2. Log in to the TA Interface with your username and password.
3. Select **Geometry EOC** and then start the session.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with “FL.” If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

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

**SAY** Today, you are going to take Session 2 of the Geometry EOC test. Remove all materials from your desk except your (Geometry EOC FSA Mathematics Reference Sheet,) (scientific calculator,) pen or pencil, and your work folder.

You may not have any electronic or recording devices, other than the device you are using to take the test (and your calculator), at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. **If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.** If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

**SAY** You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.

Write your first and last names and today’s date on your work folder. Remember, you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.

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

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

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

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

Distribute the test tickets.
**Script for Administering the Geometry EOC Assessment—Session 2/Day 2**

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

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

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL - ________-____. The Session ID is displayed for you. Click <strong>Sign In</strong>. Raise your hand if you need assistance.</th>
</tr>
</thead>
</table>

Pause and assist students with logging in as needed.

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, you will see a screen that says <em>Is This You?</em>. Verify that the information is correct. If your information is correct, select <strong>Yes</strong> to continue. If the information is not correct, then select <strong>No</strong> to return to the login page and raise your hand.</th>
</tr>
</thead>
</table>

Assist any students who raise their hands.

<table>
<thead>
<tr>
<th>SAY</th>
<th>You will now see a screen that says <strong>Your Tests</strong>. Click the arrow to the left of <strong>Resume Geometry EOC</strong> to proceed. While you are waiting for your test to be approved, you will see a <em>Waiting for Approval</em> screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand. Otherwise, please sit quietly while I approve your tests.</th>
</tr>
</thead>
</table>

Assist any students who raise their hands.

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

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

| SAY | Now, you should see a screen that says **Before You Begin**. Do **not** click **Begin Test Now** until I tell you to do so. Before taking Session 1 of this test, you clicked a box next to the Testing Rules Acknowledgment to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Remember:  
- You may not have a cell phone during testing.  
- Do not talk to other students or make any disturbance.  
- Do not look at another student’s test materials.  
- Do not ask for or provide help in answering any test questions.  
- Use only approved materials for taking notes.  
- Do not have access to or use any electronic or recording devices at any time during this session, including during breaks. |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or content after the test. This includes any type of electronic communication, such as texting, emailing, or posting to social media sites.

Are there any questions?

Answer all questions.

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

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

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

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

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

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

Click Back to return to the Before You Begin screen.

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

Today you will complete Session 2, which contains items 35 through 68. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

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

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

Now, look at your paper reference sheet. (Make sure you have the reference sheet with your name on it.) (Write your first and last names in the upper right corner of the new reference sheet now.) Please raise your hand if there are problems with your reference sheet.

This is considered a secure document and must be returned with your work folder.

Please raise your hand if you have any questions.

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

**Option A**

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. Do not click **End Test** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

**Option B**

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your (reference sheet,) (calculator,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

**Option C**

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

Please raise your hand if you have any questions.

**Answer all questions.**

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

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

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

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

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately. Your attention should not be diverted from students at any time during the test session.

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

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

After 45 minutes from the STARTING time,

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

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, if you finish early, go back and check your work. Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

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

After 10 more minutes,

**SAY** Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, make sure you are on the review screen. Click **End Test.** A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click **Yes. (Pause.)**
SAY: On the next screen, click **Submit Test**. A **Warning** message will appear. Click **Yes** on this message. (Pause.)

On the **Test Completed** screen, click **Log Out**. You will be taken to the **Please Sign In** screen. I will collect your (reference sheet,) (calculator,) work folder and test ticket.

Students will be returned to the login screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished or pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

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

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

At 10 minutes before the stopping time,

SAY: You have 10 minutes to finish Session 2.

After 10 more minutes,

SAY: **Stop.** Make sure you are on the review screen. Click **End Test**. A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click **Yes**. (Pause.)

On the next screen, click **Submit Test**. A **Warning** message will appear. Click **Yes** on this message. (Pause.)

On the **Test Completed** screen, click **Log Out**. You will be taken to the **Please Sign In** screen. I will collect your (reference sheet,) (calculator,) work folder and test ticket.

Students will be returned to the login screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test session by clicking **STOP** in the TA Interface. This will pause any remaining tests, so only select **STOP** after all students have submitted their tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (reference sheets, calculators,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

**For ESE/504 students:**
- 1-FP = Flexible Presentation
- 1-FR = Flexible Responding
- 1-FSC = Flexible Scheduling
- 1-FSE = Flexible Setting
- 1-AD = Assistive Devices

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

4. Return all materials to your school assessment coordinator as described on page 133.
Script for Administering the U.S. History EOC Assessment

160+ Minutes

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

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

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

During this test, remember the following:

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

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

• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on page 28.

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

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

4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying government concepts) and that any visual aids displayed in the testing room have been removed or covered.

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

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

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

![Please Sign In Screen](image)

Create a Test Session

1. Go to the Florida Statewide Assessments Portal and click **Administer Assessments.**

2. Log in to the TA Interface with your username and password.

3. Select **U.S. History EOC** and then start the session.

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

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

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**SAY** Today, you will take the U.S. History EOC test. Remove all materials from your desk except your pen or pencil and CBT Worksheet.
You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. **If you are found with any electronic or recording devices at any time during this test, including breaks, your test will not be scored.** If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

### SAY

You will have 160 minutes to complete this test, and we will take a short stretch break after 80 minutes. After 160 minutes, you will be permitted to continue working if you need additional time.

Write your first and last names and today’s date on your worksheet. Remember, you may use your worksheet to take notes during the test. You may not use any other paper. I will collect your worksheet at the end of this test.

Please do not type any information until I tell you to do so.

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

### SAY

Now, look at the login screen. If you do not see this screen, raise your hand.

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

### SAY

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

Distribute the test tickets.

### SAY

Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.

Do **not** sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

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

### SAY

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

Pause and assist students with logging in as needed.

### SAY

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

Assist any students who raise their hands.
SAY You will now see a screen that says Your Tests. Click the arrow to the left of Start U.S. History EOC to proceed.

While you are waiting for your test to be approved, you will see a Waiting for Approval screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

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

SAY Now, you should see a screen that says Before You Begin.

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

First, you will see a section titled Testing Rules Acknowledgment. Please listen and read along as I review the testing rules. Remember:

- You may not have a cell phone during testing.
- Do not talk to other students or make any disturbance.
- Do not look at another student’s test materials.
- Do not ask for or provide help in answering any test questions.
- Use only approved materials for taking notes.
- Do not have access to or use any electronic or recording devices at any time during this session, including during breaks.

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

Are there any questions?

Answer all questions.

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

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

Now, click the box next to this line to indicate that you understand the testing rules.

Pause while students click the box. If a student does not check the box, contact your school assessment coordinator.
SAY Now, on the Before You Begin screen, click View Test Settings. You should see a screen that says Review Test Settings.

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

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

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

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

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

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

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

There are 60 questions on today’s test. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

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

Option A

SAY When you have finished the test, review your answers and make sure you have answered every question. After you have checked your work, click End Test and raise your hand. I will collect your worksheet and test ticket.

If you finish the test within the first 80 minutes, please sit quietly. You are not permitted to leave within the first 80 minutes. At the break, you will be dismissed.

If you finish the test and it is after the stretch break, you may leave quietly.

Please raise your hand if you have any questions.

OR

Option B

SAY When you have finished the test, review your answers and make sure you have answered every question. After you have checked your work, click End Test and raise your hand. I will collect your worksheet and test ticket. Sit quietly until I tell you that the test has ended. Do not use your computer or device once you have submitted your test.

Please raise your hand if you have any questions.

OR
Script for Administering the U.S. History EOC Assessment

Option C

| SAY | When you have finished the test, review your answers and make sure you have answered every question. After you have checked your work, click End Test and raise your hand. I will collect your worksheet and test ticket. Sit quietly until I tell you that the test has ended. You may read, but you may not write or use your testing computer or device. Please raise your hand if you have any questions. |

Answer all questions.

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

Complete the following:

- STARTING time: _________
- Add 80 minutes: +80 minutes
- Time to call a break: _________
- TIME TESTING RESUMES: _________
- Add 70 minutes: +70 minutes
- Time for 10-minute reminder: _________
- Add 10 minutes: +10 minutes
- STOPPING time: _________

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately. Your attention should not be diverted from students at any time during the test.

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

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.
After 80 minutes from the STARTING time,

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

If your school selected Option A,

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

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

After a short break,

**SAY**  
Now, be seated. You still have 80 minutes to complete this test, and I will let you know when there are 10 minutes left. Remember, if you finish early, go back and check your work.

Make sure you are on the screen where you left off. You may now continue working.

After 70 minutes,

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

After 10 more minutes,

**SAY**  
Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, make sure you are on the review screen. Click **End Test** in the upper left corner of the screen. A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click **Yes**. (*Pause.*)

On the next screen, click **Submit Test**. A **Warning** message will appear. Click **Yes** on this message. (*Pause.*)

On the **Test Completed** screen, click **Log Out**. You will be taken to the **Please Sign In** screen.

I will collect your worksheet and test ticket.

Students will be returned to the login screen once they submit their tests. Collect test materials.

Based on instructions from your school assessment coordinator, either dismiss students who have finished or pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students who need additional time after 160 minutes may continue working; however, testing must be completed within the same school day.**

Once students are ready to continue working,

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

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

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

**SAY**

Stop. Make sure you are on the review screen. Click End Test in the upper left corner of the screen. A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click Yes. (Pause.)

On the next screen, click Submit Test. A Warning message will appear. Click Yes on this message. (Pause.)

On the Test Completed screen, click Log Out. You will be taken to the Please Sign In screen. I will collect your worksheet and test ticket.

Students will be returned to the login screen once they submit their tests. Collect test materials.

Once all students have submitted their tests, end the test by clicking STOP in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking Logout in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all worksheets and test tickets and that your required administration information and testing room seating chart are accurate and complete.

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

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

   **For ESE/504 students:**
   - 1-FP = Flexible Presentation
   - 1-FR = Flexible Responding
   - 1-FSC = Flexible Scheduling
   - 1-FSE = Flexible Setting
   - 1-AD = Assistive Devices

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

4. Return all materials to your school assessment coordinator as described on page 133.
Test Administrator Responsibilities After Testing

Return Materials to the School Assessment Coordinator

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see pages 28–29). Make a copy for your files.

2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information.

3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.

4. Complete the following for regular print paper-based accommodations:
   - Ensure an On-Demand PreID Label has been applied to the regular print document. If no PreID label has been applied, contact your school assessment coordinator.
   - Verify that each student has completed the required information (student name, date of birth, school name, district name, and today’s date) on the student demographic page.
   - Do not open or check through test and answer books.
   - Remove stray periodic tables from Biology 1 EOC test and answer books and ELA Writing Planning Sheets from ELA Writing test and answer books.
   - If a test is TO BE SCORED, verify that the DNS bubble has not been gridded (except for invalidated tests, as indicated on page 23). If a DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble.

   See Appendix A for test administrator responsibilities pertaining to special documents (large print, one-item per-page) after testing.

5. Return the following materials to your school assessment coordinator, as applicable:
   - Security Log
   - Seating chart
   - Test tickets
   - Required administration information
   - Used and unused CBT Work Folders
   - Used and unused CBT Worksheets
   - Used and unused ELA Writing Planning Sheets
   - Used and unused reference sheets
   - Used and unused periodic tables
   - Calculators
   - ELA Writing Passage Booklets
   - ELA Reading Passage Booklets
   - Paper-based test materials

Notify the school assessment coordinator immediately if any of these items are missing.
School Assessment Coordinator Responsibilities Before Testing

Please use the *School Assessment Coordinator Checklist*, located in Appendix E, before, during, and after testing.

Work with your district assessment coordinator to ensure that all test administrators have active usernames and passwords to log in to TIDE. Test administrators will need to access the TA Interface with their TIDE accounts to administer tests. In addition, ensure that test administrators become familiar with the *Test Administrator User Guide* (available on the Florida Statewide Assessments Portal) prior to testing and have access to it during testing.

Also, work with your district assessment coordinator to ensure that all students are uploaded or added to TIDE for this administration. Prior to testing, school and district assessment coordinators should verify that student eligibility is correct in TIDE and that any accommodations or test settings are correct. In order to participate in a computer-based test, students must be listed as eligible for that test in TIDE.

**Receive Materials**

Your district assessment coordinator will provide you with all materials prior to each test administration window. If you receive paper-based test materials (regular print, large print, braille, one-item-per-page) for eligible students at your school, verify that you have all necessary materials, and report any missing materials to your district assessment coordinator within 24 hours. Remember to maintain your *Test Materials Chain of Custody Form* at all times to track secure test materials. Contact your district assessment coordinator to request additional materials if necessary.

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

You will receive the following materials, as applicable:

- ELA Writing Planning sheets
- CBT Work Folders
- CBT Worksheets
- Test and Answer Books (paper-based accommodations)
- ELA Reading Passage Booklets (computer-based accommodations)
- ELA Writing Passage Booklets (computer-based accommodations)
- Periodic Tables (paper-based Biology 1 only; If you will provide them for computer-based sessions, you must make your own copies.)
- School Packing List
- School Box Range Sheet
- School Order Summary
- School Security Checklist
- Blank PreID labels
- Orange Labels (TO BE SCORED regular print ELA Retake materials)
- Purple Labels (TO BE SCORED regular print EOC materials)
- Blue Labels (TO BE SCORED large print/one-item-per-page materials)
School Assessment Coordinator Responsibilities Before Testing

- Pink Labels (TO BE SCORED braille materials)
- White Labels (NOT TO BE SCORED materials)
- Roll of plastic return bags

Special Document Boxes:
- Large Print Kits
  - Special Document Return Envelope
  - Regular Print Test and Answer Book
  - Large Print Planning Sheet (if applicable)
  - Large Print Test and Answer Book
  - Large Print ELA Reading and ELA Writing Passage Booklets
- Braille Kits
  - Special Document Return Envelope
  - Regular Print Test and Answer Book
  - Braille Scripts
  - Braille Notes
  - Braille Test Books
- One-Item-Per-Page Kits
  - Special Document Return Envelope
  - Regular Print Test and Answer Book
  - One-Item-Per-Page Test and Answer Book

Manage Student Information in TIDE

Instructions on managing student information in TIDE can be found in the TIDE User Guide, available on the portal. Prior to testing, ensure that all students have been added to TIDE and all information listed in TIDE is correct, including any accommodations students will use for testing. It is important that student information is correct to ensure that results are reported accurately.

Also see the TIDE User Guide for instructions on how to perform the following tasks prior to testing:

- Adding Students
- Assigning Accommodations
- Editing Student Demographic Information
- Printing Test Tickets

Print Test Tickets

Prior to computer-based test administrations, print test tickets to distribute to test administrators. Test tickets contain login information for students. Each student must have a test ticket to log in to computer-based assessments. Test tickets are generated in TIDE. See the TIDE User Guide for instructions on generating and printing test tickets.

Assign ELA Writing or ELA Reading Passage Booklets

Verify that all students who will use Passage Booklets for ELA Reading or ELA Writing have been correctly assigned that accommodation in TIDE prior to testing.
School Assessment Coordinator Responsibilities Before Testing

**Collect Required Administration Information**

As directed by your district assessment coordinator, communicate to test administrators the process for collecting the required administration information, which includes the following:

- Students assigned to each testing room—provide student names and FLEIDs
- Attendance information—P=Present, A=Absent, W=Withdrawn, and P/I=Present but Invalidated
- Grade level
- Session ID (generated in the TA Interface when a test session is created)
- Accommodations provided to students (codes provided on page 29)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of secure documents assigned to each student
- Dates and times when secure materials are received and returned (e.g., test tickets, test and answer books, passage booklets)

Copy and file all required administration information for future reference.

Keep separate, complete required administration information (including security numbers) for any paper-based tests that are administered. A pre-populated Administration Record/Security Checklist for your school is available in TIDE, and a blank version of the form is located on the portal.

**Create Seating Charts**

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing. Ensure that test administrators record all information indicated on page 29, especially the direction students are facing. Instruct test administrators to create a new seating chart if the seating configuration changes during a test session. After testing, copy all seating charts, file the copies, and package the originals in the District Assessment Coordinator ONLY boxes.

**Maintain Test Materials Chain of Custody Form**

You are required to maintain a Test Materials Chain of Custody Form, located in Appendix E and on the portal. The purpose of this form is to track test materials with security barcodes at all times, including their location, the dates and times they are handled, and the names of the people performing various activities involving the materials. Schools must retain electronic or hard copies of completed forms for their files after materials are packaged for return and provide the originals to the district assessment coordinator according to his or her instructions (e.g., via email or in the District Assessment Coordinator ONLY boxes).

**Assign Proctors**

Assign proctors to testing rooms according to the guidelines for proctors on page 16, make sure that they understand their responsibilities, and explain the Security Log to them. FDOE strongly recommends that proctors be assigned to rooms with 25 or fewer students whenever possible.
**School Assessment Coordinator Responsibilities Before Testing**

**Arrange Testing of Special Programs Students**

Your district assessment coordinator may contact you to make arrangements for students in special programs (e.g., virtual instruction programs, Home Education Programs) to test at your school. Adhere to the information and instructions from your district assessment coordinator, and contact your district office if you have questions about testing special programs students.

**Ensure Implementation of Accommodations**

Appendix A provides information concerning allowable accommodations for students with disabilities and for ELLs and recently exited ELLs. When testing ELLs, recently exited ELLs, or students with accommodations, prior planning is necessary to ensure that accommodations indicated on student IEPs or Section 504 Plans are implemented. Arrangements for implementing accommodations must be made prior to the administration dates. Make sure that test administrators have been properly trained regarding accommodations and have made provisions for the exact accommodations needed for individual students to avoid test invalidations. If students will receive an oral presentation accommodation and will not use text-to-speech in the secure browser, ensure that test administrators are familiar with the “Instructions for Oral Presentation Accommodations” section in Appendix A.

In TIDE, ensure that the appropriate accommodations are marked, as applicable:

- ELA Writing and/or ELA Reading Passage Booklets
- Masking
- Text-to-Speech
- American Sign Language (ASL)
- Closed Captioning (CC)
- Text-to-Speech on Writing Response
- Speech-to-text (ELA Writing only)

Refer to the 2020–2021 Statewide Assessments Accommodations Guide for instructions regarding accommodated paper-based assessments.

**Meet with Technology Coordinator**

It is important that technology coordinators understand their responsibilities before, during, and after a computer-based test administration. Review the instructions and information for technology coordinators (located on the portal), as well as all test administration and security policies and procedures included in this manual, with your technology coordinator and create a plan for handling issues during testing. Technology coordinators are required to sign the Fall/Winter 2020 Test Administration and Security Agreement. The technology coordinator should also be involved in all planning meetings to provide input on logistics and resolve any network issues.

**Prepare Test Settings, Computers, and Devices**

Tests should be administered in a room that has comfortable seating, good lighting, and an appropriate temperature. Make sure that testing rooms are adequately ventilated and free of distractions.
School Assessment Coordinator Responsibilities Before Testing

Sufficient work space should be provided for students to use worksheets, work folders, planning sheets, reference sheets, passage booklets, calculators, and periodic tables, as applicable. Students must not be able to easily view other students’ test materials, computer screens, or devices. Check the configuration of the testing rooms to make sure you will be able to provide a secure environment during testing. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens). Also, check for and remove all unauthorized visual aids posted in classrooms or affixed to student desks.

For more information, see the testing room requirements on page 28.

Ensure that the technology coordinator has verified that all computers and devices meet the requirements needed to administer the computer-based tests, as indicated on the Supported Systems & Requirements page, in the Technology Setup for Online Testing document, and on the Secure Browsers page, all located on the portal.

Before each test session, test administrators should launch the secure browser on each computer or device.

**Oversee Preparation and Training**

You are responsible for training all test administrators and proctors, including non-school-based instructors (e.g., itinerant teachers). You must train several employees to act as possible alternates. In the absence of sufficiently trained administrators, postpone testing until trained personnel are available.

Be aware of the following policies, procedures, and instructions, and emphasize this information during training at your school:

- **Test Administrators**
  - Test administrators must read and be familiar with all appropriate sections of this manual.
  - Test administrators who will be administering a test to students using CBT accommodations (e.g., masking, text-to-speech, closed captioning) or other allowable accommodations (e.g., flexible presentation) must be trained in the use of those accommodations and must be familiar with the “Instructions for Oral Presentation Accommodations” section available in Appendix A, as necessary.
  - Test administrators who will administer a test to students using large print, braille, or one-item-per-page accommodations must be trained in the use of those test materials.
  - Test administrators should refer to the Test Administrator Checklist, located in Appendix E, before, during, and after testing.
  - Test administrators must be familiar with all policies related to the use of calculators, specifically that calculators may only be used during Session 2 of FSA EOCs and during Biology 1 EOC.
  - Test administrators must be aware of all prohibited activities.

- **Proctors**
  - School personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 16.
  - Proctors must be trained and sign security agreements.
  - Proctors who will administer accommodations must be trained to provide accommodations appropriately.
  - While proctors are not required in rooms where 25 or fewer students are being tested, FDOE strongly encourages the use of proctors in all test administrations to help reduce testing irregularities and aid in investigations, if necessary.
School Assessment Coordinator Responsibilities Before Testing

- To ensure test security, FDOE discourages testing students in large groups (e.g., in a cafeteria or auditorium); however, in the event that students are tested in a large group, the appropriate number of proctors must be present during the test session (see page 16).

- Electronic Devices and Breaks
  - Determine your school’s policy for the storage of electronic devices during testing. According to the test administration script, before testing begins, test administrators ask students to raise their hands if they have any electronic devices with them. Direct test administrators on what to do if students have electronic devices in their possession before testing begins.
  - Ensure that test administrators are aware of the policy that students are not allowed to access electronic devices at any time during a test session, including breaks. If a student accesses his or her electronic device(s) during a break, his or her test must be invalidated.
  - Ensure that test administrators are aware of how to secure a student’s computer or device during a break. For short breaks (e.g., restroom), it is recommended that a visual block be applied to the student’s computer screen or device. For longer breaks, it is recommended that the student pause the test. If a student pauses the test, he or she will not be able to continue testing until he or she is approved to resume testing in the TA Interface.

- CBT Policies and Procedures
  - Train test administrators on how to create, monitor, and stop test sessions.
  - Test administrators may be able to assist students with errors when logging in but should not try to resolve technical issues during testing. Determine how test administrators can get assistance during testing, if necessary.
  - Ensure that test administrators know they must contact you immediately when a test irregularity occurs.
  - Train test administrators on how to administer practice tests at your school. Test administrators should access the practice test to become familiar with the available tools prior to administering a practice test and prior to test administration.
  - In the test administration scripts, test administrators are instructed to contact you in the following circumstances. Provide instructions for how to handle these circumstances:
    - A student has trouble logging in the first time or is logged out of his or her test more than once.
    - A test administrator does not have a test ticket for a student.
    - A First Name, Last Name, or ID is not correct (e.g., misspelled) on the test ticket.
    - A student is in the wrong test or the wrong accommodated form.
    - A student refuses to acknowledge the testing rules.
    - A defective ELA Writing or ELA Reading Passage Booklet is discovered.
    - A test administrator is concerned that a student is unable (e.g., too ill) to begin or finish the test.
    - A disruption occurs (e.g., a technical disruption, power outage, disruptive behavior).
    - A student has not completed the test at the end of the allotted time and will need additional time to continue working.
    - A student begins testing without accommodations or begins testing with the wrong accommodations assigned.
School Assessment Coordinator Responsibilities Before Testing

- Test Security
  - Per Rule 6A-10.042, F.A.C., “Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.” This Rule encompasses any sharing or discussing of items, either in person or via electronic communication, such as texting, emailing, or posting to social media (e.g., Facebook, Twitter, Snapchat, Instagram).
  - Ensure that test administrators, proctors, and any other personnel involved in test administration sign a Fall/Winter 2020 Test Administration and Security Agreement after training is complete. Also ensure that test administrators read and sign a Fall/Winter 2020 Test Administrator Prohibited Activities Agreement (these may be copied together as one double-sided form). Collect and file the signed agreements.

Arrange CBT Practice Test Sessions

Schedule and arrange practice tests as described in this manual. Before a student can participate in a computer-based administration, the student is encouraged to complete the appropriate practice test to learn how to use the computer-based system, with the exception of students who have already taken a practice test for a particular subject. Instruct school personnel to make students aware that they can access practice tests on their own at any time prior to testing. The practice tests and scripts for administering the practice tests are available on the portal.

Students who require CBT accommodations (e.g., masking, text-to-speech, closed captioning) should also complete an appropriate accommodated practice test. Accommodated practice test scripts are available on the portal.

Arrange Paper-Based Practice Activities

According to instructions from your district assessment coordinator, schedule and arrange paper-based practice activities as described in this manual. Students participating in a paper-based assessment are strongly encouraged to participate in a scheduled practice session at their schools to become familiar with responding to items on paper.

Materials are available on the portal under Students & Families > Practice Tests > Paper-Based Practice Test Materials.
School Assessment Coordinator Responsibilities During Testing

Distribute Test Materials

On each day of testing, you are responsible for providing each test administrator with the following materials before testing begins, as applicable:

- Test tickets
- Test group code
- ELA Writing Planning Sheets
- CBT Work Folders or CBT Worksheets
- ELA Writing or ELA Reading Passage Booklets
- Periodic Tables
- Reference Sheets
- Scientific Calculators (FSA EOC Session 2 only)
- Four-function Calculators (Biology 1 EOC)
- Test and Answer Books

Supervise Test Administration and Maintain Test Security

Provide test administrators with additional materials during testing, as necessary.

Monitor each testing room to ensure that test administration and test security policies and procedures are followed. You and the technology coordinator must be available during testing to answer questions from test administrators and to assist with technical issues. Make sure that Security Logs and seating charts are being completed properly and that all required administration information is being maintained in each testing room.

If the Internet connection is interrupted during computer-based testing, students will not be able to continue testing. If the Internet connection is not restored in time for students to complete the test, the test administrator should contact you or the technology coordinator for assistance. If a technical issue interrupts testing and is not able to be resolved quickly, you should contact the Florida Help Desk at 866-815-7246 and notify the district assessment office immediately.

Test administrators should contact you or the technology coordinator if an error message appears on a student’s computer screen or device during testing and he or she cannot resolve the issue.

Submit re-open requests in TIDE for students who need to return to a test session after mistakenly submitting it (same day only). Contact your district assessment coordinator for assistance with processing these requests, as TIDE does not send him or her a notification when a request is submitted.

Review Testing Rules Acknowledgment

Test administrators are instructed to contact you if a student does not check the box or sign to affirm the Testing Rules Acknowledgment. Determine the appropriate course of action for handling a student who does not affirm the Testing Rules Acknowledgment. Any student who refuses to affirm the Testing Rules Acknowledgment should still be tested, but a record of the student’s refusal should be retained at the school.
Monitor Student Progress

Student progress and test completion rates for computer-based tests can be monitored in TIDE. You should use Participation Reports in TIDE to track completion rates and determine which students still need to be tested. Further information on Participation Reports can be found in the TIDE User Guide.

Supervise Make-Up Test Administrations

Ensure that all test security and test administration policies and procedures are followed while conducting make-up tests. Be available to assist test administrators as needed during make-up test administrations.

Please remind test administrators that after any administration, initial or make-up, materials must be returned to you immediately. Secure materials should never remain in classrooms or be taken from the school’s campus overnight.
School Assessment Coordinator Responsibilities After Testing

Receive Materials from Test Administrators

Follow these steps as you receive materials from test administrators:

1. Verify that all secure materials have been returned. Notify the district assessment coordinator immediately if any secure materials are missing and complete the necessary investigation.

2. Make copies of the following completed documents and file the copies:
   - Required administration information
   - Security Logs
   - Seating charts
   - Chain of Custody forms

   Return the originals in your District Assessment Coordinator ONLY boxes according to the instructions on pages 186–187.

3. Prepare materials for return using the Paper-Based Materials Return Instructions in Appendix C.

4. Store test tickets and seating charts until results are reported for this administration, and then destroy them as directed by your district assessment coordinator.

5. File the signed copies of the Fall/Winter 2020 Test Administration and Security Agreement and the Fall/Winter 2020 Test Administrator Activities Agreement for test administrators and proctors.

Update Student Information

If student information is discovered to be incorrect during testing, update the information in TIDE immediately following test administration. Instructions for updating student information can be found in the TIDE User Guide. Notify the district assessment coordinator if the student tested on an incorrect FLEID.

Invalidate Tests

Review policies regarding test invalidation on pages 25–26. Test invalidations for computer-based tests are processed in TIDE. To invalidate a test, you will need the student’s FLEID and the reason for invalidation. You may also search for the test you wish to invalidate by Session ID or Result ID. Complete instructions on invalidating computer-based tests in TIDE are available in the TIDE User Guide. Invalidations must be entered in TIDE by the last day of the test administration window.

Record Accommodations

Ensure that each test administrator includes accommodations provided to and used by students with his or her required administration information, as applicable. This documentation may be necessary in the case of investigations regarding possible test irregularities.
Prepare Materials for Return

Follow instructions from your district assessment coordinator regarding the return of secure materials. Reference Appendix C: *Paper-Based Materials Return Instructions* as needed.
District Assessment Coordinator Responsibilities Before Testing

Please use the District Assessment Coordinator Checklist, located in Appendix E, before, during, and after testing.

Order and Receive Materials

For fall and winter administrations, place an additional order in TIDE for test administration manuals, test and answer books, and any other required test materials. Ensure that schools in your district have an adequate supply of work folders, planning sheets, and worksheets.

Do not distribute secure materials to schools any earlier than two weeks prior to testing. If you find it necessary to distribute materials to specific schools sooner than two weeks before testing, please contact the Bureau of K–12 Student Assessment with a list of schools for approval.

District materials will be packaged in separate boxes labeled with the district’s name. You can access copies of your district and school packing lists in TIDE. After your shipment arrives, make sure that each school receives the correct materials. If boxes are missing, notify the Florida Help Desk at 866-815-7246. Instruct school assessment coordinators to inventory the contents of their boxes within 24 hours of receipt and report missing materials immediately.

Collect Required Administration Information

Communicate the process for collecting the required administration information to school assessment coordinators, which includes the following:

- Students assigned to each testing room—provide student names and FLEIDs
- Attendance information—P=Present, A=Absent, W=Withdrawn, and P/I=Present but Invalidated
- Grade level
- Session ID (generated in the TA Interface when a test session is created)
- Accommodations provided to students (codes provided on page 29)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of secure documents assigned to each student
- Dates and times when secure materials (e.g., test tickets, test and answer books, passage booklets) are received and returned

It is your responsibility to decide how schools will collect the required administration information. You may:

- Instruct school assessment coordinators to copy and use the blank Administration Record/Security Checklist located in Appendix E.
- Schools may use the online security checklist and manipulate the columns to best fit their needs.
- Determine your own method or allow school assessment coordinators to determine their own methods.

After the returned materials are inventoried, you may receive a list of any missing secure materials and may need to refer to these records.
Prepare for Practice Test Sessions

Instruct school assessment coordinators to schedule and arrange practice tests as described on page 140. For this administration, students are encouraged, but not required, to complete a practice test session prior to taking the assessment.

If any of the students in your district require large print, braille, or one-item-per-page practice test materials, you must place an order for those materials in TIDE. To order these materials, select “Accommodated Practice Test Materials” from the test administration drop-down when you log in to TIDE. You can then place your order for these materials under the Place Additional Orders page.

Assign Test Group Codes

Test group codes are used during paper-based test administrations as a security measure to identify groups of students tested together. You may either create and distribute test group codes to all your school assessment coordinators or instruct them to create their own unique four-digit test group codes for each testing room. Instruct school assessment coordinators to provide each test administrator one unique four-digit test group code to use in his or her testing room for each test administered. Each testing room must utilize a different test group code. If any students are missing during an assessment, a different unique test group code must be provided for each make-up session. Please ensure that school assessment coordinators understand this policy.

Collect Seating Charts

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing (see information on page 29). If the seating configuration changes during testing or if students using extra time are moved to a new location to complete the test, a new seating chart must be created. After testing, school assessment coordinators must make copies of all seating charts, file the copies, and store the original charts in your District Assessment Coordinator ONLY boxes.

Create TIDE Accounts

User accounts are required for all school personnel who will be administering assessments, as well as any personnel who will be updating student records or accessing student scores. Further information regarding creating and maintaining user accounts can be found in the TIDE User Guide, available on the Florida Statewide Assessments Portal.

Train School Assessment Coordinators and Technology Coordinators

You are responsible for training school assessment coordinators and technology coordinators, and school assessment coordinators are responsible for training test administrators and proctors. School personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 16. Stress the importance of having staff available to assist test administrators with technical issues, if necessary.

Also, stress the importance of school assessment coordinators training both non-school-based instructors (e.g., itinerant teachers) and personnel who may serve as alternate administrators in the event of test-day emergencies. State law requires the use of trained administrators to minimize test irregularities and possible test invalidations.
TIDE user accounts should be created for school assessment coordinators and school technology coordinators using the instructions found in the TIDE User Guide.

Review the following procedures when training school assessment coordinators:

- Completing the Fall/Winter 2020 Test Administration and Security Agreement and the Fall/Winter 2020 Test Administrator Prohibited Activities Agreement (These security agreements may be copied together as single-page, double-sided forms and must be filed at the school.)
- Completing the Test Materials Chain of Custody Form
- Verifying student information in TIDE
- Marking accommodations for students in TIDE (if not entered through the PreID file or Upload Accommodations file)
- Adding new student information
- Administering practice test sessions
- Scheduling test sessions
- Ensuring that all test administration and test security policies and procedures outlined in this manual are followed
- Familiarizing all test administrators with prohibited activities before, during, and after testing
- Recording the required administration information
- Completing Security Logs and seating charts with the required information
- Printing test tickets and On-Demand PreID Labels
- Preparing testing room(s)
- Distributing test tickets
- Distributing ELA Writing Planning Sheets, CBT Work Folders, CBT Worksheets, passage booklets, periodic tables, and reference sheets to test administrators, as applicable
- Distributing calculators, if applicable (Algebra 1 and Geometry Session 2 and Biology 1 only)
- Distributing paper-based test materials (test and answer books) to test administrators, as applicable
- Verifying that handheld calculators, if provided, comply with the guidelines found in the Calculator and Reference Sheet Policies for Florida Statewide Assessments document, found on the portal
- Monitoring testing
- Creating requests in TIDE to re-open sessions and tests
- Providing correct accommodations to students
- Recording the accommodations provided to students and the accommodations used by students
- Storing, returning, or otherwise handling other materials, including used and unused CBT Worksheets, CBT Work Folders, ELA Writing Planning Sheets, ELA Writing and ELA Reading Passage Booklets, reference sheets, periodic tables, and test tickets according to your instructions
- Packaging materials in the District Assessment Coordinator ONLY boxes (see pages 186–187)

Prior to testing, ensure that your school assessment coordinators are aware of your district’s policies regarding the following:

- How to handle the collection of electronic devices prior to testing
• Whether students should be allowed to submit their tests prior to the end of a test session and, if so, if those students should be allowed to read after their test materials have been collected
• Whether you will provide test group codes for paper-based accommodated test sessions or school assessment coordinators should create their own unique four-digit codes
• How to contact you immediately if a technical disruption or misadministration occurs

User guides and other training resources are available on the portal.

**Arrange to Test Special Programs Students**

Communicate with your school assessment coordinators how to make arrangements for students in special programs (e.g., district virtual instruction programs, Home Education Programs) to test at their schools.

**Ensure Implementation of Accommodations**

Appendix A provides information concerning allowable accommodations for students with disabilities and for ELLs and recently exited ELLs. School assessment coordinators may require assistance in providing additional proctors and/or test locations, depending on the accommodations implemented. Arrange for these accommodations prior to the test administration dates. To avoid potential test invalidations, ensure that accommodations are provided as indicated on student IEPs or Section 504 Plans. Documentation of accommodations provided to and used by students must be maintained at each school.

District Assessment Coordinator Responsibilities During Testing

Monitor Test Administration and Maintain Test Security

Be available during testing to answer questions from school assessment coordinators and to supply additional materials as needed. If possible, district personnel should perform on-site monitoring of test administration activities in schools to ensure that test administration and test security policies and procedures are followed.

Schools will submit re-open a test session and re-open a test requests in TIDE for students who are locked out of a session and need to return to testing on the same day, and the district will be responsible for approving these requests. Contact FDOE or the Florida Help Desk for assistance with processing these requests.

Test Status Monitoring

Student progress and test completion rates can be monitored in TIDE. You should use Session Monitoring reports, Participation Reports, the Test Status Report, and Test Completion Rates in TIDE to track completion rates and determine which students still need to be tested. Further information on these reports can be found in the TIDE User Guide.

Communicate with FDOE

Contact the Bureau of K–12 Student Assessment at 850-245-0513 if security breaches are reported or if you need guidance when test invalidation is being considered.

If school- or district-wide testing is interrupted due to a technical issue, technology failure, or other unforeseen event, please report the issue to the Bureau of K–12 Student Assessment immediately.
District Assessment Coordinator Responsibilities After Testing

After testing, verify that school assessment coordinators have completed the following tasks:

- Filed the signed copies of the Fall/Winter 2020 Test Administration and Security Agreement and Fall/Winter 2020 Test Administrator Prohibited Activities Agreement
- Filed copies of the seating charts, Security Logs, Test Materials Chain of Custody Forms, and required administration information, and stored the originals, along with all used ELA Writing Planning Sheets, CBT Worksheets, CBT Work Folders, periodic tables, and reference sheets in the District Assessment Coordinator ONLY boxes
- Packaged, stored, and returned all materials, according to your instructions and the instructions in this manual

Invalidate Tests

Review policies regarding test invalidation on pages 25–26. Remember that invalidations must be recorded in TIDE by 4:00 p.m. (Eastern time) on the final day of testing for the administration. After that date, you must contact FDOE to report any test invalidations. Refer to the TIDE User Guide for instructions on how to invalidate tests.

Prepare Boxes for Return

For detailed instructions on preparing boxes for return, please refer to the Paper-Based Materials Return Instructions in Appendix C.

Securely Store District Assessment Coordinator ONLY Boxes

If you instructed schools to return these boxes to you, open the boxes when you receive them, review the required administration information, and make sure that you have notified FDOE if any secure materials are missing. A form for reporting missing materials is available on the Florida Statewide Assessments Portal. Complete the necessary investigation and file the records.

Verify that the required administration information, Security Logs, Test Materials Chain of Custody Forms, and seating charts were completed and file them. Do not recycle or destroy any ancillary materials, such as manuals, used work folders, used planning sheets, used periodic tables, and used worksheets, until scores for the administration have been reported.

If District Assessment Coordinator ONLY boxes will be securely stored at schools, ensure that school assessment coordinators understand your policies for storing these materials.
Appendix A: Accommodations
Appendix A: Accommodations

Overview

The information in this appendix is organized into sections by category (see table below).

<table>
<thead>
<tr>
<th>Accommodations for Students with Disabilities</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Accommodations for Students with Disabilities (General Information)</td>
<td>152–153</td>
</tr>
<tr>
<td>Accommodations for Students with Disabilities</td>
<td>153–157</td>
</tr>
<tr>
<td>Unique Accommodations</td>
<td>158</td>
</tr>
<tr>
<td>Accommodations for English Language Learners and Recently Exited ELLs</td>
<td>158–159</td>
</tr>
<tr>
<td>Other Accommodations</td>
<td></td>
</tr>
<tr>
<td>Large Print Test Administrator Instructions</td>
<td>159–161</td>
</tr>
<tr>
<td>One-Item-Per-Page Test Administrator Instructions</td>
<td>161–164</td>
</tr>
<tr>
<td>Instructions for Oral Presentation Accommodations</td>
<td>164–173</td>
</tr>
</tbody>
</table>

Test Accommodations for Students with Disabilities

(General Information)

As specified in this appendix, accommodations may be provided to students with disabilities with current Individual Education Plans (IEPs) or Section 504 Plans. Care must be taken to provide a student with only the accommodations permitted for that student. In addition, students with disabilities must be provided the opportunity to participate in practice activities for the statewide assessments with appropriate allowable accommodations. The test administrator and the school assessment coordinator are responsible for ensuring that arrangements for accommodations have been made prior to the test administration dates.

Determination of appropriate accommodations in assessment situations for students with disabilities is based on the individual needs of each student. Decisions on accommodations are made by the IEP or Section 504 team and recorded on the IEP or Section 504 Plan. Students with disabilities should be oriented to any test situation through test-taking instruction designed to familiarize them with the testing format and procedures. This orientation should take place near the time of testing. Guidelines recommended for making accommodation decisions include the following:

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
3. Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.
4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.
Students with disabilities who are not currently enrolled in public schools or receiving services through public school programs and require accommodations in order to participate in a test administration may have access to accommodations if the following information is provided:

- Evidence that the student has been found eligible as a student with a disability as defined by s. 1003.01(3)(a), F.S., or Rule 6A-19.001(6), F.A.C., and
- Documentation that the requested accommodations are regularly used for instruction.

For further information, please contact the Bureau of Exceptional Education and Student Services at 850-245-0475 or visit www.fldoe.org/academics/exceptional-student-edu/.

**Accommodations for Students with Disabilities**

Accommodations must be provided as indicated on student IEPs or Section 504 Plans. Listed below and on the following pages are allowable accommodations for the 2020–2021 Florida Statewide Assessments. Not all allowable accommodations are listed.

**A. Flexible Presentation**

- For computer-based test administrations, paper-based test materials may be requested for a student with an IEP or Section 504 Plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate. Documentation should include the following:
  - Whether or not the student is currently able to use a computer or mobile device to engage in instruction/assessments.
  - Accommodations/assistive technology the student needs when using a computer or mobile device.
  - Training and services the student needs to successfully use a computer or mobile device in instruction/assessments.
  - The type of media/accommodations (e.g., paper, braille) that are necessary if it is determined that the student cannot use a computer or mobile device for the foreseeable future.

- A regular print paper version of the test may be requested for a student. For computer-based test administrations, student eligibility information for regular print test materials must be submitted to FDOE.

- A large print paper version of the test may be requested for a student. The minimum font size for large print test materials is 18 points. Student eligibility for large print test materials must be submitted to FDOE.

- A contracted or uncontracted braille version may be requested for a student who uses braille materials. Student eligibility information for braille test materials must be submitted to FDOE. In braille versions, test items may be altered in format or deleted as authorized by FDOE.

- A one-item-per-page paper version may be requested for a student who requires one test item on a page, fewer test items on a page, increased space between test items, the ability to take pages out of the test document, or true black-and-white print. Student eligibility information for one-item-per-page test materials must be submitted to FDOE.

- A regular print or large print passage booklet may be requested for a student participating in a computer-based ELA Writing or ELA Reading test. The passage booklet contains the passages only and does not contain prompts, test items, or answer choices. Student eligibility information for passage booklets must be submitted to FDOE.
Appendix A: Accommodations

- Oral presentation may be provided for directions, prompts, items, and answer choices. Passages in ELA Writing and ELA Reading tests may not be read aloud to students, with the exception of students who have been approved for a unique accommodation (see page 158). Passages in EOC assessments may be read aloud. 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.

- For students who have oral presentation of directions only, directions are the scripts and the bold text in the test and answer book before test items.

- For computer-based test administrations, a student may use the text-to-speech (TTS) accommodation for oral presentation of prompts, items, and answer choices. TTS will not be enabled on passages in ELA Writing and ELA Reading tests.

- For computer-based ELA Writing test administrations, students who have text-to-speech may also receive Text-to-Speech on Writing Response.

- American Sign Language (ASL) videos and Closed Captioning for ELA Reading audio content are available for eligible students who have these accommodations identified in their IEPs or Section 504 Plans.

- Dual monitors may be set up for an American Sign Language (ASL) Accommodation, where the student will work on one monitor and have the ASL translator work from the other.

- Signed presentation may be provided for directions, prompts, items, and answer choices. Passages in ELA Writing and ELA Reading tests may not be signed to students. Passages in EOC assessments may be signed. The test administrator or proctor may sign directions, prompts, items, and answer choices using the same method of sign language that the student regularly uses in the classroom but must be careful not to use signs that might lead the student to a correct response. In such cases, fingerspelling may be used as an alternative. Directions, prompts, items, and answer choices may be signed as many times as a student requests.

- For oral or signed presentation, the test administrator or proctor may sign or read aloud allowable portions of the tests to the student in the manner that is regularly used in the classroom. Examples of allowable oral/signed presentation include but are not limited to reading/signing to a group of students, reading/signing to a student individually, and reading/signing only when a student requests.

- Test directions may be repeated, clarified, or summarized as many times as a student requests.

- A student may be provided with a copy of directions from the test administration script that is read by the test administrator.

- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating, paraphrasing).

- A student may read aloud directions, passages, prompts, items, and answer choices to himself/herself. This would require use of a device such as a WhisperPhone®, or would require that the student be tested in a separate setting so that other students are not disturbed.

- Verbal encouragement (e.g., “keep working,” “make sure to answer every question”) may be used; however, it may not be used to assist a student in producing or correcting responses.

- Students may use magnification devices (e.g., CCTV/video magnifiers, reading loupes, handheld magnifiers). Devices must be used without accessing image-upload features (e.g., devices with a memory card must have the memory card removed during testing).
Appendix A: Accommodations

- A student may use a straightedge to maintain or enhance visual attention to test items.
- Portions of a test may be masked to direct attention to uncovered item(s). For computer-based test administrations, a student may use the masking accommodation.
- Colored transparencies/overlays may be used.
- Test documents may be secured to a work area. If adhesives are used to secure scannable documents, responses must be transcribed into replacement documents.
- Positioning tools, such as a reading stand, may be used.
- A student may use a highlighter to highlight key words or phrases in directions, passages, prompts, items, and answer choices. If a highlighter is used on a scannable document and the ink is visible on a response area (e.g., writing response, answer bubble), responses must be transcribed into a replacement document.

B. Flexible Responding

- A student may use varied methods to respond to a test, including written, typed, signed, and verbal responses. A test administrator or proctor may record or transcribe student responses to the format required by the test.
  - Students must be told the amount of space into which the response will be recorded or transcribed. Recorded or transcribed responses must accurately reflect the response of the student, without addition or enhancement by the test administrator or proctor. Copies must be erased or destroyed after the responses have been transcribed.
  - If a student provides a verbal or signed response, the test administrator or proctor must ask the student to indicate punctuation, capitalization, and the spelling of words that he or she is not completely certain that the student can spell (i.e., words not on the Dolch word list for the grade level tested). The student may review the written material and direct the test administrator or proctor on editing the response.
  - If a student taking a paper-based ELA Writing test provides a typed response or a large print response, a hand-written transcription of the response into the paper-based test is not required. Directions for returning typed or large print ELA Writing responses are included in the scripts and instructions for administering paper-based accommodations available on the portal.
  - FDOE recommends that when transcribing a student response from one medium to the regular print test and answer book that one adult transcribes the response and another adult confirms the transcription.
- A student may use speech-to-text technology to record responses. Information for using speech-to-text technology is found in the Speech-to-Text Policies document on the Florida Statewide Assessments Portal. Additionally, for students taking computer-based ELA Writing test administrations, speech-to-text is offered in the secure browser.
- A student receiving speech-to-text may also have Text-to-Speech on Writing Response enabled.
- A student may provide responses using a mouse, keyboard, or assistive technology that uses either device.
- A student may use a computer or other device to provide responses.
- A student may use a computer switch or pointing device to provide responses.
- A student may use a communication device to provide responses.
- A test administrator or proctor may check periodically to be sure that a student is entering answer choices correctly on a computer-based test.
Appendix A: Accommodations

- A student may use special paper such as raised-line, shaded-line, or color-coded. Responses must be transcribed from the special paper to the format required by the test.
- A student may use a dry-erase board to plan or do their work as long as the board is cleaned thoroughly prior to each session and after each session so no marks can be seen. Also, if a student uses the dry-erase board in a way that other students can view what they are writing, the student must be tested individually.

C. Flexible Scheduling

- A student may be administered a test session during several brief periods within one school day, allowing frequent breaks. Between sessions and during breaks (e.g., restroom breaks, lunch breaks), students must be closely monitored to ensure that they do not share information about the test.
- A student may use a specific time of day for test sessions.
- A student may be provided extended time to complete a test session. Extended time must be provided in accordance with the student’s IEP or Section 504 Plan. Extended time is not unlimited time; it should align with the accommodation used regularly in the student’s classroom instruction and assessments. The student is not required to use all of the extended time that is allowed and may end the test session prior to the expiration of the extended time. Each test session must be completed within one school day.
- A student with a flexible scheduling accommodation that requires more than one day to complete an EOC test session must participate in testing using paper-based test materials. The following conditions must be maintained to ensure the validity of the test administration across days:
  ▪ The student may not be permitted to change his or her responses to items that were completed on a previous day.
  ▪ The test administrator must closely supervise the administration of the test on an individual basis to ensure that responses from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.
  ▪ The test administrator must use a paper clip or binder clip to secure the test documents and prevent the student from reviewing his or her answers from the previous day. Staples or tape should not be used. Clips must be removed after testing.
  ▪ All ELA Writing administrations must be completed in one school day.

D. Flexible Setting

- A student may be administered a test in a familiar place with a test proctor present, and/or a familiar person who has been appropriately trained may administer the test. Procedures for test security must be followed and precautions taken to ensure that the test remains secure.
- A student may have preferential seating.
- A student may be administered a test individually or in a small group setting. A small group should be of a comparable size to the normal instruction group size indicated on the student’s IEP or Section 504 Plan.
- If a student requires use of an accommodation that may disturb or is not allowed for other students in the room (e.g., read aloud), the student should be tested in a separate setting.
- A student may use special lighting.
- A student may use adaptive or special furniture.
- Special acoustics, such as FM systems, may be used to enhance sound, or special rooms or noise-canceling headphones may be used to decrease auditory distractions.
Appendix A: Accommodations

- The opportunity for movement may be increased or decreased.
- Stimuli may be reduced (e.g., by limiting the number of items around the student’s desk or computer station).
- White noise/sound machines or music that are approved by district/school personnel may be used to reduce auditory distractions. During testing, machines and music players must be controlled by the test administrator or proctor.

E. Assistive Devices and Tools

- A student may use software programs to ensure access to the computer and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators).
- A student may use varied assistive devices to access the computer (e.g., alternative keyboards, trackballs, joysticks, switch scanning systems, touch screens, mouth sticks, head wands, eye-gaze or head control systems).
- Visual magnification and auditory amplification devices may be used.
- Other assistive technology typically used by the student in classroom instruction may be used, provided that the purpose of the test is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.
- A student may have stress-relieving aids, such as a stress ball, during the test administration.
- Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in an instructional setting and may not contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Electronic sign language dictionaries that meet the same requirements without accessing the Internet may be used.
- For Session 2 of EOC Mathematics tests, a regular, large key/large display, or talking scientific calculator may be used. No other calculator may be used. Calculators may not be used during other tests or test sessions.
- For the Biology 1 EOC Assessment, a regular, large key/large display, or talking four-function calculator may be used.
- A student with a visual impairment may use an abacus and products such as the Graphic Aid for Mathematics, Math Window®, and the geoboard. These devices are approved substitutes for paper-and-pencil computation.
- A student may use blank mathematics grids/guides to organize mathematical computation.
- Multiplication charts/tables may not be used.
- Devices designed to check grammar or spelling must not be used.
- Manipulative materials, including but not limited to counters, base-10 blocks, clock faces, or geometric shapes may not be used except when approved by FDOE for use with braille test materials. Real coins may be used to represent coins depicted in test items. Coins may not be used as counting devices.
- Students who require the use of an electronic device for a purpose specified on his or her plan (e.g., health monitoring application on the student’s phone) may have access to the device during testing. A test administrator must be able to monitor the student’s use of the device at all times during testing.
Appendix A: Accommodations

Unique Accommodations

In accordance with Rule 6A-1.0943, F.A.C., school districts may request unique accommodations for individual students with disabilities. Unique accommodations are specialized accommodations that require alterations to existing test materials, presentation, or administration guidelines. Requests may be submitted for such accommodations that are outside of the scope of currently available test materials and/or established test administration procedures. Paper-based accommodations are not unique accommodations and may be provided to eligible students.

Written requests for unique accommodations must be submitted using the Unique Accommodations Request Form provided by FDOE. In order to be approved for use during testing, a unique accommodation must be documented on an IEP or Section 504 Plan, must be used regularly by the student in the classroom, and must not negate the validity or threaten the security of the assessment. Requests should be reviewed and approved by district personnel before submission to FDOE. Each unique accommodation must be approved by the Commissioner of Education or a designee prior to its use.

Accommodations for English Language Learners (ELLs) and Recently Exited ELLs

Districts are required to offer accommodations to students identified as ELLs and to students within the two-year monitoring period after exiting the ELL program (LF students). The following are allowable accommodations for ELLs participating in the 2020–2021 Florida Statewide Assessments.

A. Flexible Setting

- ELLs and recently exited ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

B. Flexible Scheduling

- ELLs and recently exited ELLs may take a test session during several brief periods within one school day; however, each test session must be completed within one school day.
- ELLs and recently exited ELLs may be provided additional time to complete a test session; however, each test session must be completed within one school day.

C. Assistance in Heritage Language

- ELLs and recently exited ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student’s heritage language for directions, prompts, items, and answer choices. This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student’s heritage language. Assistance may not be provided for words or phrases in ELA Writing and ELA Reading passages.
- For students who are both ELLs or recently exited ELLs and have an IEP or Section 504 Plan that allows oral presentation, the oral presentation must be in English and not in the student’s heritage language. These students may still receive limited assistance in their heritage language.
• The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student’s heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.

• The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in ELA Writing and ELA Reading passages.

D. Approved Dictionary and Glossary

• ELLs and recently exited ELLs should have access to an English-to-heritage language translation and/or heritage language-to-English translation dictionary or glossary or both, such as those made available to ELLs and recently exited ELLs in an instructional setting. Glossaries containing content specific word-to-word translations in heritage language can also be provided. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided. Electronic translation dictionaries or glossaries that meet the same requirements without accessing the Internet may be used.

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 with the General Information section, Test Administrator Responsibilities sections, and the additional information on general test administration procedures and accommodations provided in this appendix.

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 27–34 for additional information.

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

Assemble the following test materials:

• Test Administrator
  • Required Administration Information
Appendix A: Accommodations

- Regular Print Test and Answer Books
- Special Document Return Envelopes

- **Student Test Materials**
  - Large Print Test and Answer Books
  - Large Print ELA Writing Planning Sheets, if applicable
  - Approved Scientific Calculators, including large display/talking calculators (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 provided on the portal to administer assessments to students using large print materials. **No modifications to the 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 and answer book.

On-Demand PreID Labels must be applied and all information on the front of each student’s regular print document must be filled in accurately and completely. For information about PreID labels, see pages 21–22 of this manual.

### Distribute Large Print Materials

Refer to the information on pages 159–160 and to the *Test Administrator Responsibilities Before Testing* section on pages 27–34 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 and answer book. School/district personnel **must** transcribe the student’s responses from the large print test and answer book into the *regular print document* included in the student’s return envelope 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 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. If a student using large print materials provides verbal or signed responses, you will record the student’s responses in the student’s regular print document. **Include the student’s large print test materials and the regular print document containing his or her responses in the student’s Special Document Return Envelope(s).**
If a student is using multiple learning media (e.g., a student uses braille materials and records his or her responses in a large print test and answer book), make sure that 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(s) according to the return instructions for that document type.

See pages 155–156 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 pages 28–29). 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 and answer book.

5. Ensure that an On-Demand 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 student responses have been transcribed from the large print test and answer book into the student’s regular print document.

8. Place each student’s test materials (e.g., large print test and answer book, regular print 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 front of the Special Document Return Envelope for each student.

10. Return the completed Special Document Return Envelopes and all other materials to your school assessment coordinator.

**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 with the General Information sections, Test Administrator Responsibilities sections, and the additional information on general test administration procedures and accommodations provided in this appendix.
Appendix A: Accommodations

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 27–34 for additional information.

Students using one-item-per-page materials record their responses directly in the one-item-per-page test and answer books. A regular print test and answer book 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 document, applying a PreID label to the regular print document, and ensuring that all information on the front of each student’s regular print document has been filled in accurately. One-item-per-page print test and answer books that are not transcribed into a regular print document with correct PreID labels will likely fall into late reporting.

Assemble the following test materials:

- **Test Administrator**
  - Required Administration Information
  - Regular Print Test and Answer Books
  - Special Document Return Envelope

- **Student Test Materials**
  - One-Item-Per-Page Test and Answer Books
  - Approved Scientific Calculators, including large display/talking calculators (FSA EOCs Session 2 only)
  - Approved four-function calculators, including large display/talking calculators (Biology 1 EOC only)

One-Item-Per-Page Script

You will use the test administration scripts posted to the portal to administer assessments 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.

- 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 and answer book. The box in the upper right corner of the title page must be completed by each student, and school/district staff will be responsible for applying a PreID label and ensuring that all information on the front of each student’s regular print test and answer book has been filled in accurately and completely.

- 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 document.

- Omit instructions to remove the seal. The one-item-per-page test and answer books do not contain seals.

- Omit instructions to check pages in the one-item-per-page test and answer book (if all pages of the test and answer book were checked prior to the test administration).

- Refer to or distribute the appropriate test and answer book 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 and answer book.

On-Demand PreID Labels must be applied and all information on the front of each student’s regular print document must be filled in accurately and completely. For information about PreID labels, see pages 21–22 of this manual.

Distribute One-Item-Per-Page Materials

Refer to the information on page 162 and to the Test Administrator Responsibilities Before Testing section on pages 27–34 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 and answer book. School/district coordinators must transcribe the student’s responses from the one-item-per-page test and answer book into the regular print document included in the student’s return envelope using a number 2 pencil. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of each student’s regular print test and answer book has been filled in accurately and completely, and for transcribing the student’s responses into the regular print document before placing the one-item-per-page test and answer book and the regular print document 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 clearly. 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 document. Include the student’s one-item-per-page test materials and the regular print test and answer book containing his or her responses in the student’s Special Document Return Envelope(s).

If a student is using multiple learning media (e.g., a student uses braille materials and records his or her responses in a one-item-per-page test and answer book), 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 pages 155–156 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 pages 28–29). 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.
Appendix A: Accommodations

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 and answer book.

5. Ensure that an On-Demand 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 student responses have been transcribed from the one-item-per-page test and answer book into the student’s regular print document.

8. Place each student’s test materials (e.g., one-item-per-page test and answer book, regular print 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.

**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. These rules are consistent with text-to-speech functionality for test items in computer-based tests.

For students with the oral presentation accommodation taking EOCs, 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. This unique accommodation must be submitted 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.
ELA Examples

Example:

Read the passage and then answer Numbers 14 through 16. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.

People often talk about the beauty of a sunset or sunrise. The Sun is able to inspire many feelings in people awe, wonder, and even delight. Some of the Sun’s optical phenomena are so rare and mysterious that for centuries they were believed to have mystical associations. But knowing the scientific explanations for these natural light shows doesn’t make them any less breathtaking.

Rainbows, among the most common optical effects, are caused by a process known as refraction. Refraction takes place when the Sun’s light rays are bent, reflected, and split into an arc of color as they pass through drops of water in the atmosphere. This happens because light bends at different angles depending on its wavelength.

Other optical effects are rarer because they require more specific circumstances. One such phenomenon is variously called a parhelion, a mock sun, or referred to as a sundog. 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 halo these bright spots are known as sundogs.

Directions may be read aloud.

Do not read anything in this portion of the item aloud.
(A passage in ELA Reading may not be read aloud.)

Now answer Numbers 14 through 16. Choose the correct word or phrase for each of the following.

14. The Sun is able to inspire many feelings in people awe, wonder, and even delight.
   ① people:
   ② people,
   ③ people;
   ④ correct as is

15. Refraction takes place when the Sun’s light rays are bent, reflected, and split into an arc of color as they pass through drops of water in the atmosphere.
   ① they split
   ② it splits
   ③ splits
   ④ correct as is

16. Part A
   One such phenomenon is variously called a parhelion, a mock sun, or referred to as a sundog.
   ① is also called a sundog
   ② a sundog
   ③ sundogs
   ④ correct as is

   Part B
   If the crystals are being pushed in one direction by the wind, the light will be concentrated in spots on either side of the halo these bright spots are known as sundogs.
   ① halo,
   ② halo;
   ③ halo/
   ④ correct as is
Example:

Now answer Numbers 19 through 22. Choose the correct word of phrase for each of the following.

19. Choose the sentence that uses pronouns correctly.
   - While theater doesn’t fascinate everyone, many people love it.
   - While theater doesn’t fascinate everyone, many people love these.
   - While theater doesn’t fascinate everyone, many people love those.
   - correct as is

20. Choose the correct spelling.
   - individual
   - individual
   - individule
   - correct as is

21. Choose the correct way to complete the sentence.
   - mistakes because they will have to think on their feet to fix them.
   - mistakes. Because they will have to think on their feet to fix them.
   - mistakes, because they will have to think on their feet to fix them.
   - correct as is

22. Choose the sentence that corrects the unclear pronoun.
   - Both the teachers and the classes are popular, and who are experts in their field.
   - Both the teachers and the classes are popular, and both are experts in their field.
   - Both the teachers and the classes are popular, and the students are experts in their field.
   - Both the teachers and the classes are popular, and the teachers are experts in their field.

Example:

Select the two correct meanings of the phrase **good to go** as it is used in the sentence.

"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 **good to go**!" (paragraph 6)

- okay to leave
- able to learn quickly
- able to begin
- prepared to travel
- ready to start to learn
Appendix A: Accommodations

Example:

**Part A**
Fill in the circle before the sentence that shows how the author supports the idea that students who live far from each other can learn together.

① She tells about why students should learn online.
② She shares details about the way students learn online.
③ She gives examples of how online learning helps students.
④ She explains that the online classroom is only for a short time.

**Part B**
Fill in the circle before the two sentences that support the answer in part A.

① It is also possible for students to live in different places and be a part of an online class together. ② Each person goes to a website for the class he or she is taking. ③ Thousands of people can watch and listen to this class at the same time. ④ When they want to speak, they can use a microphone to ask and answer questions. ⑤ When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. ⑥ The connection over the Internet is broken, and the online classroom disappears.

Example:

**Part A**
How has learning from distant places changed over time?

① Students can ask questions and get answers faster.
② Students can hear their teacher during the same class time.
③ Students use the mail to receive and send work.
④ Students live far apart from their classmates.

**Part B**
Select one sentence that supports the answer in part A.

① “The students can live in one country, and the teacher can be located in a different country.”
② “All the children could hear their teacher at the same time, but they were hundreds of miles apart.”
③ “They got their lessons in the mail, did their homework, and mailed it back to the teacher.”
④ “Everyone can see and hear everything that’s being said as it happens.”
⑤ “Sometimes, they don’t have to have a class where everyone is together all at once.”
Example:

Select the lines from Passage 2 that develop the speaker’s desire for adventure.

☐ Three of us afloat in the meadow by the swing,
   Three of us aboard in the basket on the lea.
   Winds are in the air, they are blowing in the spring,
   And waves are on the meadow like the waves there are at sea.

☐ Where shall we adventure, to-day that we’re afloat?
   Wary of the weather and steering by a star?
   Shall it be to Africa, a-steering of the boat,
   To Providence, or Babylon, or off to Malabar?

☐ Hi! but here’s a squadron a-rowing on the sea—
   Cattle on the meadow a-charging with a roar!
   Quick, and we’ll escape them, they’re as mad as they can be,
   The wicket is the harbour and the garden is the shore.

Everything in this portion of the item may be read aloud.

Do not read anything in this portion of the item aloud.
(More than two lines from a poetry passage that appear in an item may not be read aloud.)

Example:

Read this excerpt from Passage 2.

Our little isle is green and breezy,
Come and rest thee! O come hither,

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.

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.

Example:

Which lines from Passage 2 illustrate the harshness of the sea?

☐ The sea is lonely, the sea is dreary;/The sea is restless and uneasy;/
   Thou seekest quiet, thou art weary, (lines 1–3)
☐ As the dark waves of the sea/Draw in and out of rocky rifts,/Calling solemnly to thee (lines 12–14)
☐ With voices deep and hollow,—/”To the shore/Follow! O, follow! (lines 15–17)
☐ To be at rest among the flowers;/Full of rest, the green moss lifts,/As the dark waves of the sea (lines 10–12)

Everything in this portion of the item may be read aloud.

Do not read anything in this portion of the item aloud.
(More than two lines from a poetry passage that appear in an item may not be read aloud. Lines of poetry in this item are denoted by slashes.)
Mathematics Examples

For students with an oral presentation accommodation taking Algebra 1 and Geometry EOCs, charts, tables, and graphs may be described to the students in a manner similar to that which the student would normally encounter in the classroom. If a student does not normally need charts, tables, and graphs described to them in the classroom, it would not be appropriate to describe them on the statewide assessments. The examples provided below and on the following pages are modeled from secure browser text-to-speech descriptions and are generally provided for students with visual impairments who may not be able to access graphics.

Example:

Max collected data on the height of each of his 20 classmates. The box plot shown represents his data.

Click above the number line to complete the dot plot that could also represent these data.

- 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.

<table>
<thead>
<tr>
<th>$2x + 5 = 9$</th>
<th>$2x + 5 &lt; 9$</th>
<th>$2x + 5 \leq 9$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$x = 1$</td>
<td>$x = 2$</td>
<td>$x = 3$</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>G</td>
<td>H</td>
<td>I</td>
</tr>
</tbody>
</table>

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: $2x$ plus five equals nine. $2x$ plus five is less than nine. $2x$ 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.

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.

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.

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.
Appendix B: Florida Help Desk
Appendix B: Florida Help Desk

**Florida Help Desk**

Questions related to 2020–2021 Florida Statewide Assessments may be directed to the Florida Help Desk. The Help Desk will be open Monday–Friday (except holidays) from 7:00 a.m. to 8:30 p.m., ET.

**Florida Help Desk Contact Information**

Toll-Free Phone Support: **866-815-7246**

Email Support: [FloridaHelpDesk@CambiumAssessment.com](mailto:FloridaHelpDesk@CambiumAssessment.com)

Emails to the Help Desk will be automatically logged and responded to within one working day (typically sooner). Urgent requests will be given priority. If you need immediate assistance, you may leave your cell phone number with the Help Desk for a return call as soon as possible. If you contact the Help Desk, you will be asked to provide as much detail as possible about the problem you encountered.

If contacting the Help Desk regarding a concern related to computer-based testing, please provide the following information:

- Test administrator name and IT/network contact person and contact information
- FLEID(s) or Result ID(s) of affected student(s)
  - **Do not send secure student information to the Help Desk via email.**
- Device, operating system, and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration:
  - Secure browser installation (to individual machines or network)
  - Wired or wireless Internet network setup

**Supported Operating Systems**

As a reminder, official technical support is provided only for the systems listed on the Supported Systems & Requirements page located in the Technology Resources section of the Florida Statewide Assessments Portal.
Appendix C: Paper-Based Materials Return Instructions
Appendix C: Paper-Based Materials Return Instructions

Introduction

This appendix contains instructions for preparing and packaging materials for return for the Fall/Winter 2020 administration of the following tests:

**FSA**
- ELA Writing Retake
- ELA Reading Retake
- Algebra 1 EOC
- Geometry EOC

**NGSSS**
- Biology 1 EOC
- Civics EOC
- U.S. History EOC

District assessment coordinators and school assessment coordinators should familiarize themselves with these instructions prior to preparing materials for return after any paper-based test administration. Note that the process for returning FSA paper-based test materials differs from the materials return process for NGSSS test materials. Therefore, it is important to follow these instructions carefully.

For questions regarding return dates, please contact the Bureau of K–12 Student Assessment at 850-245-0513. Other questions regarding material returns may be directed to the Florida Help Desk at 866-815-7246 or FloridaHelpDesk@CambiumAssessment.com.

Prepare Materials for Return

Prepare materials according to the following instructions to ensure that student scores are accurately reported. **Incorrectly labeled or mispackaged materials may delay reporting of student results.**

Follow these steps:

1. Verify that all secure materials have been collected. District assessment coordinators must investigate immediately if any secure materials are missing.

2. Ensure that each regular print test and answer book has a PreID label. **If a test administrator notifies you that the FLEID is incorrect on a PreID label,** the document may still be submitted for scoring, but you must first resolve the errors by correcting the FLEID in TIDE and then printing a new On-Demand PreID Label. To print PreID labels, follow the instructions in the **TIDE User Guide.** Apply the new PreID label directly over the incorrect label. Do not try to remove the incorrect label.

3. Inspect test and answer books for stray marks on the PreID label barcode and the security number barcode. Verify that each student has completed the required information in the upper left corner of the demographic page and, if applicable, remove any stray planning sheets, periodic tables, or reference sheets from test and answer books. **Do not review test content, student responses, or check through books for stray marks.**

4. Verify that the DNS bubble has been gridded if a test has been invalidated for any of the reasons listed on pages 25–26 and place the document with TO BE SCORED materials. Verify that no DNS bubbles have been gridded by mistake. If a DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble, and place the document with TO BE SCORED materials.

5. Ensure that the PreID labels applied to special programs students’ test and answer books indicate the correct district/school numbers. See the following table for guidance.

<table>
<thead>
<tr>
<th>Program</th>
<th>District Number</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLVS Full Time K–5</td>
<td>71</td>
<td>0300</td>
</tr>
<tr>
<td>FLVS Full Time 6–8</td>
<td>71</td>
<td>0801</td>
</tr>
</tbody>
</table>
6. Once you have verified that documents are correctly labeled, separate materials into stacks, as indicated below.

**FSA – ELA Retake**
- TO BE SCORED regular print test and answer books
- TO BE SCORED large print and one-item-per-page test materials
- TO BE SCORED braille test materials
- NOT TO BE SCORED materials—including all unused regular print test and answer books, unused special documents, and used documents that should not be processed for scoring

**FSA – Algebra 1 and Geometry**
- TO BE SCORED regular print test and answer books
- TO BE SCORED large print and one-item-per-page test materials
- TO BE SCORED braille test materials
- NOT TO BE SCORED materials—including all unused regular print test and answer books, unused special documents, and used documents that should not be processed for scoring

**NGSSS – Biology 1, Civics, and U.S. History**
- TO BE SCORED regular print test and answer books
- TO BE SCORED large print and one-item-per-page test materials
- TO BE SCORED braille test materials
- NOT TO BE SCORED materials—including all unused regular print test and answer books, unused special documents, and used documents that should not be processed for scoring

Materials do not need to be sorted by subject, or special program if they require the same type of return label. For instance, all FSA Algebra 1 and Geometry EOC TO BE SCORED regular print materials may be placed in the same box, unsorted, with a purple return label affixed. NGSSS TO BE SCORED regular print materials may be placed in the same box, unsorted, with a brown return label affixed.

## Package Materials for Return

Place materials in boxes, and apply the appropriate colored return labels on the boxes. If necessary, district assessment coordinators may request additional colored return labels and shipping boxes through the Place Additional Orders page in TIDE.

Refer to the following table for the appropriate return label colors for TO BE SCORED and NOT TO BE SCORED materials for each contractor.

<table>
<thead>
<tr>
<th>Program</th>
<th>District Number</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLVS Full Time 9–12</td>
<td>71</td>
<td>0400</td>
</tr>
<tr>
<td>District Virtual Instruction Program (VIP)</td>
<td>Your district number</td>
<td>7001 or 7023</td>
</tr>
<tr>
<td>District Franchise of FLVS</td>
<td>Your district number</td>
<td>7004</td>
</tr>
<tr>
<td>Virtual Charter Schools</td>
<td>Your district number</td>
<td>Charter School Number</td>
</tr>
<tr>
<td>Home Education</td>
<td>Your district number</td>
<td>9998</td>
</tr>
<tr>
<td>McKay Scholarship (private school)</td>
<td>Your district number</td>
<td>3518</td>
</tr>
<tr>
<td>Private School/Scholarship Students</td>
<td>Your district number</td>
<td>9900</td>
</tr>
</tbody>
</table>
It is your responsibility to package all materials correctly. Mispackaged materials will impact the reporting of student results.

### TO BE SCORED Regular Print Test Materials (Red, Purple, or Brown Return Labels)

1. For FSA materials returned to DRC, if provided plastic return bags, place all TO BE SCORED regular print materials in the plastic return bags. Place all materials facing in the same direction, or divide the stack of materials into two halves with each half facing a different direction. Do not alternate individual books in different directions. Use the provided zip ties to securely close the bags. **Return bags should contain only TO BE SCORED regular print documents.** If not provided plastic return bags, place all TO BE SCORED regular print materials directly in DRC boxes.

2. When placing materials in boxes (whether plastic return bags are used or not), use filler such as crumpled paper or bubble wrap to make sure the materials do not shift during transport. Then tape the boxes securely using several strips of heavy-duty shipping tape.

3. Affix the appropriate colored return label for the administration to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, the district assessment coordinator may request additional return labels through the [Place Additional Orders](#) page in TIDE.

<table>
<thead>
<tr>
<th>Materials Types</th>
<th>FSA to DRC ELA Retake</th>
<th>FSA to DRC Algebra 1 and Geometry</th>
<th>NGSSS to Pearson Biology 1, Civics, and U.S. History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TO BE SCORED Regular Print Test Materials</strong></td>
<td>Red Labels</td>
<td>Purple Labels</td>
<td>Brown Labels</td>
</tr>
<tr>
<td><strong>TO BE SCORED Large Print and One-Item-Per-Page Test Materials</strong></td>
<td>Blue Labels to DRC</td>
<td>Blue Labels to DRC</td>
<td>Blue Labels to Pearson</td>
</tr>
<tr>
<td><strong>TO BE SCORED Braille Test Materials</strong></td>
<td>Pink Labels to DRC</td>
<td>Pink Labels to DRC</td>
<td>Pink Labels to Pearson</td>
</tr>
<tr>
<td><strong>All NOT TO BE SCORED Materials</strong></td>
<td>White Labels</td>
<td>White Labels</td>
<td>Yellow Labels</td>
</tr>
</tbody>
</table>
Appendix C: Paper-Based Materials Return Instructions

Sample TO BE SCORED DRC & Pearson Labels

TO BE SCORED Large Print and One-Item-Per-Page Materials (Blue Labels)

1. Open each Special Document Return Envelope and verify that each envelope contains documents for one student only. Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following large print or one-item-per-page test materials:

   - **Large Print Test Materials**
     - Large print test and answer book
     - Regular print test and answer book (with PreID label applied and answers transcribed)
   - **One-Item-Per-Page Test Materials**
     - One-item-per-page test and answer book
     - Regular print test and answer book (with PreID label applied and answers transcribed)

2. Verify the following:

   - Student name is included on the large print and one-item-per-page test and answer books.
   - Regular print test and answer books have the correct PreID labels applied. Do not place PreID labels on the large print or one-item-per-page test and answer books.
   - The DNS bubble has not been gridded by mistake. If the DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble.
   - If the invalidated test should be processed for scoring, the test and answer book and special document must be returned in a TO BE SCORED box with a blue label for the correct vendor. If the invalidated test should not be processed for scoring, place the test and answer book and special document in a Pearson yellow- or DRC white-labeled NOT TO BE SCORED box.
   - Student responses have been entered into the correct document type. Large print and one-item-per-page student responses should be transcribed into the regular print test and answer books by the school or district assessment coordinator. If student responses are not recorded properly, they may be in late reporting.

3. Verify that the student information is completed on the Special Document Return Envelope(s). The space on the envelope marked “Student Envelope __ of __” should be used to number each student’s envelopes 1 of n, 2 of n, etc., where n is the total number of envelopes for that student. Seal the envelope(s).

4. Place the Special Document Return Envelopes containing TO BE SCORED large print and one-item-per-page materials in the boxes in which they arrived. Do not return TO BE SCORED large print or one-item-per-page materials in the same boxes as TO BE SCORED regular print or braille materials. Mispackaged materials will delay reporting of student results.
5. Affix a **blue** TO BE SCORED large print/one-item-per-page return label to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, the district assessment coordinator may request additional return labels through the Place Additional Orders page in TIDE.

6. Place NOT TO BE SCORED large print and one-item-per-page materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in Pearson yellow- or DRC white-labeled boxes.

7. Place non-secure materials in the District Assessment Coordinator ONLY boxes, or handle as directed by your district assessment coordinator.

**Sample Blue TO BE SCORED DRC & Pearson Labels (Large Print/One-Item-Per-Page)**

TO BE SCORED Braille Materials (Pink Labels)

1. Open each Special Document Return Envelope and verify that each envelope contains documents for one student only. Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following braille test materials:
   - Braille Sheets containing student responses
   - Braille Test Books
   - Braille Testing Rules Acknowledgment Sheet
   - Regular Print Test and Answer Book (with PreID label applied)

2. Verify the following:
   - The student name is included on the braille test books, braille sheets, and Testing Rules Acknowledgment Sheets.
   - Regular print test and answer books have the correct PreID labels applied. Do not place PreID labels on the braille test books or braille sheets.
   - If the original regular print test and answer book is damaged or used by another student, a replacement regular print test and answer book must accompany the special document with a PreID label applied.
   - The DNS bubble has not been gridded by mistake. If the DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble.
   - If the invalidated test should be processed for scoring, the test and answer book and special document must be returned in a TO BE SCORED box with a **pink** label for the correct vendor. If the invalidated test should not be processed for scoring, place the test and answer book and special document in a Pearson yellow- or DRC white-labeled NOT TO BE SCORED box.
Appendix C: Paper-Based Materials Return Instructions

- Student responses have been entered into the correct document type. Braille student responses should be recorded on braille sheets or, if recorded for the student, in the regular print test and answer books. If student responses are not recorded properly, they may be in late reporting.

3. Verify that the student information is completed on the Special Document Return Envelope(s). The space on the envelope marked “Student Envelope __ of __” should be used to number each student’s envelopes 1 of n, 2 of n, etc., where n is the total number of envelopes for that student. Seal the envelope(s).

4. Place the Special Document Return Envelopes containing TO BE SCORED braille materials in the boxes in which they arrived. Do not return TO BE SCORED braille materials in the same boxes as TO BE SCORED regular print or large print and/or one-item-per-page materials. Mispackaged materials will delay reporting of student results.

5. Affix the pink TO BE SCORED braille return label for the administration to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, the district assessment coordinator may request additional labels through the Place Additional Orders page in TIDE.

6. Place NOT TO BE SCORED braille materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in Pearson yellow- or DRC white-labeled boxes.

7. Place non-secure materials in the District Assessment Coordinator ONLY boxes, or handle as directed by your district assessment coordinator.

Sample Pink TO BE SCORED DRC & Pearson Labels (Braille)

All NOT TO BE SCORED Materials (White Labels–FSA to DRC or Yellow Labels–NGSSS to Pearson)

Note: Secure test materials should never be destroyed (e.g., shredded, thrown in the trash), except for soiled documents as described in the Hazardous Materials section of this test administration manual.

1. Place all NOT TO BE SCORED materials (unused non-preidentified test and answer books and used test and answer books that should not be processed for scoring) in boxes. Include Braille Notes and NOT TO BE SCORED special document materials.

2. Affix the white FSA or yellow NGSSS NOT TO BE SCORED return label for the correct contractor to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, the district assessment coordinator may request additional return labels through the Place Additional Orders page in TIDE.

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Fall/Winter 2020 ELA Retake and EOC Test Administration Manual 183
Appendix C: Paper-Based Materials Return Instructions

**Sample NOT TO BE SCORED DRC (White) & Pearson (Yellow) Labels**

![Sample NOT TO BE SCORED DRC (White) & Pearson (Yellow) Labels](image)

**Label Boxes for Return**

Ensure that the appropriate colored return label and UPS-RS label for the document type are affixed to each box as indicated on the box diagram graphic below.

![Box Diagram Graphic](image)

**Colored Return Labels**

Ensure the appropriate colored return label for the document type is affixed to each box.

<table>
<thead>
<tr>
<th>Materials Types</th>
<th>FSA to DRC ELA Retake</th>
<th>FSA to DRC Algebra 1 and Geometry</th>
<th>NGSSS to Pearson Biology 1, Civics, and U.S. History</th>
</tr>
</thead>
<tbody>
<tr>
<td>TO BE SCORED Regular Print Test Materials</td>
<td>Red Labels</td>
<td>Purple Labels</td>
<td>Brown Labels</td>
</tr>
<tr>
<td>TO BE SCORED Large Print and One-Item-Per-Page Test Materials</td>
<td>Blue Labels to DRC</td>
<td>Blue Labels to DRC</td>
<td>Blue Labels to Pearson</td>
</tr>
<tr>
<td>TO BE SCORED Braille Test Materials</td>
<td>Pink Labels to DRC</td>
<td>Pink Labels to DRC</td>
<td>Pink Labels to Pearson</td>
</tr>
<tr>
<td>All NOT TO BE SCORED Materials</td>
<td>White Labels</td>
<td>White Labels</td>
<td>Yellow Labels</td>
</tr>
</tbody>
</table>
Appendix C: Paper-Based Materials Return Instructions

**UPS-RS Labels**

In addition to the appropriate colored return label, affix an FSA/DRC or NGSSS/Pearson UPS-RS label to the top of each box, making sure that it is not applied across the box flap seam. Do not send any boxes via UPS without a UPS-RS label. Contact the Florida Help Desk to request additional UPS-RS labels, as needed.

<table>
<thead>
<tr>
<th>FSA to DRC ELA Retake</th>
<th>FSA to DRC Algebra 1 and Geometry</th>
<th>NGSSS to Pearson Biology I, Civics, and U.S. History</th>
<th>UPS-RS Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red or White return label</td>
<td>Purple or White return label</td>
<td>Brown or Yellow return label</td>
<td>GROUND</td>
</tr>
<tr>
<td>Blue or Pink return label</td>
<td>Blue or Pink return label</td>
<td>Blue or Pink return label</td>
<td>NEXT DAY AIR</td>
</tr>
</tbody>
</table>

**Sample DRC & Pearson UPS-RS Labels**

```
DRC

DRC

PEARSON

12 LBS

1 OF 1

RS

TEST COORDINATOR

P.M.

7405 IRISH DR. SW

CEDAR RAPIDS IA 52404

SHIP TO:

FALL/WINTER CBT TAM

TO:

(319) 841-4820

7405 IRISH DR. SW

CEDAR RAPIDS IA 52404

SHIP:

PEARSON

7405 IRISH DR. SW

CEDAR RAPIDS IA 52404

BILLING: P/P

DESC: DOCUMENTS

RETURN SERVICE

SEQ NO:00000

FALL/WINTER CBT TAM

For nonscorable material pickup call UPS at 800-823-7459

FALL/WINTER CBT TAM
```

Please keep records of the detachable tracking number located at the bottom of the label to help facilitate this process. The UPS-RS number is also located directly above the barcode in the middle of the shipping label. These tracking numbers do not need to be provided to the contractor unless requested.

Keep all secure materials in locked storage until your scheduled return.
Return Materials

FDOE will communicate return dates for this administration. All materials must be returned by the established return dates. You may return your NOT TO BE SCORED materials with your TO BE SCORED materials or you may return separately no later than your established return date.

You may return your UPS materials the following ways:

- Take your materials to a UPS Customer Center or Store.
- Return with your daily on-route pickup. If you have more than 10 boxes, contact UPS to ensure the driver is properly equipped.
- Schedule a pickup by contacting UPS at 1-866-857-1501. Advise UPS that you have UPS-RS labels.

Contact UPS at **866-857-1501**. (Do not call the UPS general pickup number found on the UPS website.)

If you encounter difficulties with these shipping procedures, please contact the Florida Help Desk at 866-815-7246 or FloridaHelpDesk@CambiumAssessment.com. Designate a person to be available at the pickup site on the scheduled dates. For questions regarding return dates or materials return, please contact the Bureau of K–12 Student Assessment at 850-245-0513.

Secure Material Tracking Reports/Test Material Status Report

Secure Material Tracking Reports (SMTR) and Test Materials Status Reports (TMSR) are available in TIDE to assist school and district assessment coordinators with tracking the return of materials. The SMTR tracks all secure FSA materials returned to DRC (test materials with security barcodes), and the TMSR tracks all NGSSS answer documents returned to Pearson. The purpose of these reports is to identify—before student score reports are received—any discrepancies that may exist between a district’s records of what was returned and the contractor’s records of what was received. Secure TO BE SCORED materials will be tracked as they are scanned by the contractor. DRC’s SMTR report can also be loaded into a district database for tracking security numbers. DRC’s SMTR reports will be posted daily in TIDE and will be available the week districts receive their first secure material shipment. Pearson’s TMSR reports will be posted as districts start to return their materials. The SMTR and TMSR can be found in the After Testing section in TIDE. Reports can be found in the Track Documents panel of the Secure Material Tracking Reports page. More information and detailed descriptions of the report fields can be found in the TIDE User Guide available on the Florida Statewide Assessments Portal.

Prepare District Assessment Coordinator ONLY Boxes

1. Place the following materials in the District Assessment Coordinator ONLY boxes (along with any other ancillary materials that your district assessment coordinator has asked you to place in these boxes):
   - Original required administration information
   - Original Security Logs
   - Original seating charts
   - Original Test Materials Chain of Custody Forms
   - Used and unused work folders
Appendix C: Paper-Based Materials Return Instructions

- Used and unused worksheets
- Used and unused planning sheets
- Used and unused reference sheets
- Used and unused periodic tables

Please note that secure test materials (e.g., ELA Writing and ELA Reading Passage Booklets, test and answer books) must not be placed in these boxes.

2. Review the required administration information. District assessment coordinators must notify FDOE if any secure materials are missing. A form for reporting missing materials is available on the portal. Complete the necessary investigation and file the records.

3. Seal the box; write “District Assessment Coordinator ONLY” on the side of the boxes.

4. Store these materials in a secure location. After results for this administration have been reported, districts may choose to recycle or destroy these materials, except for the required administration information and Security Logs. If you have any questions about what to include in these boxes or your district's guidelines for storing them, contact your district assessment coordinator.
Appendix D: Florida Test Security Statute and Rule
Florida Test Security Statute

1008.24 Test administration and security; public records exemption

(1) A person may not knowingly and willfully violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators, or applicants for certification or administered by school districts pursuant to s. 1008.22, or, with respect to any such test, knowingly and willfully to:

(a) Give examinees access to test questions prior to testing;
(b) Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;
(c) Coach examinees during testing or alter or interfere with examinees’ responses in any way;
(d) Make answer keys available to examinees;
(e) Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;
(f) Fail to follow test administration directions specified in the test administration manuals; or
(g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.

(2) Any person who violates this section commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083.

(3) (a) A school district may contract with qualified contractors to administer and proctor statewide standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, as approved by the Department of Education in accordance with rules of the State Board of Education. Assessments may be administered or proctored by qualified contractors at sites that meet criteria established by rules of the State Board of Education and adopted pursuant to ss. 120.536(1) and 120.54 to implement the contracting requirements of this subsection.

(b) A school district may use district employees, such as education paraprofessionals as described in s. 1012.37, to administer and proctor statewide, standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, in accordance with this section and related rules adopted by the State Board of Education. The rules must establish training requirements that must be successfully completed by district employees prior to the employees performing duties pursuant to this paragraph.

(4) (a) A district school superintendent, a president of a public postsecondary educational institution, or a president of a nonpublic postsecondary educational institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

(b) The identity of a school or postsecondary educational institution, personal identifying information of any personnel of any school district or postsecondary educational institution, or any specific allegations of misconduct obtained or reported pursuant to an investigation conducted by the Department of Education of a testing impropriety are confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution until the conclusion of the investigation or until such time as the investigation ceases to be active. For the purpose of this paragraph, an investigation is deemed concluded upon a finding that no impropriety has occurred, upon the conclusion of any resulting preliminary investigation pursuant to s. 1012.796, upon the completion of any resulting investigation by a law enforcement agency,
or upon the referral of the matter to an employer who has the authority to take disciplinary action against an individual who is suspected of a testing impropriety. For the purpose of this paragraph, an investigation is considered active so long as it is ongoing and there is a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future.

(5) Exceptional students with disabilities, as defined in s. 1003.01(3), shall have access to testing sites. The Department of Education and each school district shall adopt policies that are necessary to ensure such access.

Florida State Board of Education Test Security Rule

6A-10.042 Test Administration and Security

(1) Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.30, 1012.55 and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

(a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

(b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

(c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

(d) Examinees’ answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

(e) Examinees shall not be given answer keys by any person.

(f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees’ achievement.

(g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

(h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

(i) In accordance with Section 1008.24, F.S., a school district may use district employees, such as education paraprofessionals as described in Section 1012.37, F.S., to administer and proctor statewide, standardized assessments required under Section 1008.22, F.S. All test administrators and proctors for the statewide assessments administered pursuant to Rule 6A-1.09422, F.A.C., must complete training requirements outlined in Training Requirements for Administering and Proctoring the Statewide Assessments, 2015, (http://www.flrules.org/Gateway/reference.asp?No=Ref-06180) incorporated herein by reference. A copy may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

(a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

(b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.
(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

(5) School districts and public educational institutions under Section 1003.49, F.S., may contract with third-party contractors to administer and proctor statewide standardized assessments required under Section 1008.22, F.S., or assessments associated with Florida approved courses under Section 1003.499, F.S.

(a) School districts and educational institutions must require the contractor to provide a safe and comfortable facility that does not interfere with a student’s ability to demonstrate mastery on the tests.

(b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation to provide access to statewide testing for Florida Virtual School or virtual charter school students pursuant to Sections 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.

(c) The contractor must adhere to all test administration and security protocols as prescribed by the Department pursuant to Section 120.81(1)(c), F.S., and shall be subject to all provisions of this rule.

(d) The contractor must not collect nor maintain any student’s personally-identifiable information beyond that required for test administration.

(e) All technology used to administer computer-based tests must meet assessment technology guidelines and online test security requirements as prescribed by the Department pursuant to Section 120.81(1)(c), F.S.

Rulemaking Authority 1001.02, 1003.49, 1008.23, 1008.24, F.S. Law Implemented 1003.49, 1008.23, 1008.24, F.S. History–New 7-5-87, Amended 10-26-94, 11-3-13, 1-7-16.
Appendix E: Forms and Signs
Florida Department of Education  
Bureau of K–12 Student Assessment

Florida State Board of Education Rule 6A-10.042, F.A.C., was developed to meet the requirements of the Test Security Statute, s. 1008.24, F.S., and applies to anyone involved in the administration of a statewide assessment. The Rule prohibits activities that may threaten the integrity of the test. The Florida Test Security Statute and State Board of Education Rule are located in the appendices of each test administration manual. Examples of prohibited activities are listed below:

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

Some allowable accommodations for ELLs, recently exited ELLs, or students with current IEPs or Section 504 Plans require test administrators to view test content or transcribe student responses. Test administrators are permitted to provide the accommodation(s) as described in each test administration manual.

All personnel are prohibited from examining or copying the test items and/or the contents of the test. The security of all test content must be maintained before, during, and after the test administration.

The use of appropriately trained test administrators and proctors decreases the risk of test invalidation due to test irregularities or breaches in test security. Inappropriate actions by district or school personnel will result in further investigation, possible loss of teaching certification, and possible involvement of law enforcement agencies.

I understand that I must receive appropriate training regarding the administration of statewide assessments and must read the information and instructions provided in all applicable sections of the relevant test administration manual, including the Florida Test Security Statute and State Board of Education Rule. I agree to follow all test administration and security procedures, applicable to my role, outlined in the manual, Statute, and Rule.

Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of statewide assessments or cause student achievement to be inaccurately represented.

__________________________  __________________________
School Name and Number          Print Name

__________________________  __________________________
Date                             Signature
Fall/Winter 2020 Test Administrator Prohibited Activities Agreement

It is important for you, as a test administrator of a Florida Statewide Assessment, to know that the following activities are prohibited. Engaging in such activities may result in an investigation, loss of teaching certification, and/or prosecution for violation of the law. Please read the following list of prohibited activities and sign your name on the signature line at the bottom of this page indicating that you understand these actions and their consequences.

I understand that before testing I may not:
- Leave test materials unattended
- Remove test materials from the school’s campus
- Open and check through the test books
- Read test items or passages
- Copy, photocopy, scan, photograph, or record test content

I understand that during testing (including during breaks) I may not:
- Read test items as I monitor the room (except when providing allowable accommodations, as described in Appendix A)
- Read student responses or materials (e.g., CBT Work Folders, CBT Worksheets) as I monitor the room
- Monitor students for use of testing strategies
- Coach students during testing regarding test-taking strategies
- Assist students in answering test items
- Give students verbal cues (“you may want to re-check number 7”) or non-verbal cues (pointing at a specific item)
- Give students more time than is allotted for the session (except when providing allowable accommodations, as described in Appendix A)
- Encourage students to finish early
- Display or fail to cover visual aids (e.g., charts, rulers, multiplication tables) that may help students
- Use my cell phone or other electronic device (except to monitor student progress or to contact the school assessment coordinator or technology coordinator in case of a technical issue or emergency), check email, grade papers, or engage in other activities that will result in my attention not being on students at all times
- Leave the room unattended for any period of time
- Allow students to talk or cause disturbances
- Allow students to use cell phones or other electronic devices, even if they have already finished their tests
- Instruct students to test in a session other than the one designated for that day/allotted testing time (going on to Session 2 during Session 1, reviewing work in Session 1 during Session 2)
- Administer the assessment to my family members

I understand that after testing I may not:
- Leave test materials unattended
- Remove test materials from the school’s campus
- Read through student test documents or responses
- Change student answers
- Discuss the content of the test with anyone, including students or other school personnel
- Reveal the content of the test via electronic communication, including but not limited to email, text, or posting to social media (e.g., Facebook, Twitter, Snapchat, Instagram)

If you are administering a test to students with flexible responding or flexible presentation accommodations that require you to read test items, you may not reveal, copy, or share the items, or use the test content during instruction after testing.

I acknowledge the information above and will not engage in any of the prohibited activities on this page.

Print Name: __________________________________________
Signature: __________________________________________ Date: __________________________

Return this agreement to your school assessment coordinator.
Test Materials Chain of Custody Form

The following information must be collected for each test administration at your school to track secure materials with security barcodes. This form may be duplicated for use by grade level and/or maintained as an electronic file (blank form available at www.fsassessments.org/resources), but the content of this form may **not** be altered.

Contact your district assessment coordinator if you have any questions.

Your name (school assessment coordinator): ________________________________

District name: ________________________________

School name: ________________________________

School number: ________________________________

Location of locked storage room: ________________________________

Names of people with access to locked storage room/location:

1. ________________________________
2. ________________________________
3. ________________________________

Assessment(s) (e.g., Algebra 1 EOC, Biology EOC): ________________________________

Date and time materials arrived at the school: ________________________________

Date and time shrink-wrapped test material packages are opened: ________________________________

Packages opened by: ________________________________

Date and time materials are prepared (e.g., PreID labels applied): ________________________________

Materials prepared by: ________________________________

Date and time materials are packaged for return: ________________________________

Materials packaged by: ________________________________

Date and time materials are returned/shipped: ________________________________

Bureau of K–12 Student Assessment
Florida Department of Education, 2020
<table>
<thead>
<tr>
<th>Signature</th>
<th>Print Name</th>
<th>Purpose In The Room</th>
<th>Time In</th>
<th>Time Out</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Date</th>
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</table>

Personal in the testing room for any length of time must complete this log when entering and exiting the room. Please be sure to indicate your purpose for being in the testing room (e.g., test administrator, proctor, principal observation, technology issue).

Room Number: ____________________________  Session ID(s)/Test Group Code(s): ____________________________  Assessment: ____________________________  Test Administrator: ____________________________  School: ____________________________  District: ____________________________

Fall/Winter 2020 Florida Statewide Assessments

Security Log
<table>
<thead>
<tr>
<th>Student Last Name</th>
<th>Student First Name</th>
<th>Grade Level</th>
<th>FLEID</th>
<th>Attendance*</th>
<th>Accommodations Provided**</th>
<th>Accommodations Used</th>
<th>Session ID/Test Group Code</th>
<th>Test Administrator Signature</th>
<th>School Assessment Coordinator Signature</th>
<th>Date/Time Received</th>
<th>Date/Time Returned</th>
<th>Security Number</th>
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</table>

Attendance Codes:
P = Present  A = Absent  W = Withdrawn  P/I = Present but Invalidated

Accommodations Codes for ESE/504:
1-FP = Flexible Presentation; 1-FR = Flexible Responding; 1-FSC = Flexible Scheduling; 1-FSE = Flexible Setting; 1-AD = Assistive Devices

Accommodations Codes for ELL or recently exited ELL:
2-FSC = Flexible Scheduling; 2-FSE = Flexible Setting; 2-AD = Assistive Devices

Approved Dictionary: P = Present  W = Withdrawn  P/I = Present but Invalidated
Fall/Winter 2020 Florida Statewide Assessments

Test Administrator Checklist

Before Testing:

☐ Read the test administration manual, the Test Administrator User Guide, and any local directions you have been given, and resolve any questions with your school assessment coordinator.

☐ If you are administering tests to students using computer-based accommodations, familiarize yourself with the appropriate scripts and instructions prior to test administration. Scripts and instructions for administering computer-based accommodations are located on the Florida Statewide Assessments Portal.

☐ Read the Fall/Winter 2020 Test Security Policies and Procedures section in the manual for the test(s) you are administering, as well as the Test Security Statute and Rule (located in Appendix D), then sign the Fall/Winter 2020 Test Administration and Security Agreement.

☐ Read and sign the Fall/Winter 2020 Test Administrator Prohibited Activities Agreement.

☐ Conduct computer-based practice test sessions as described on page 27 to familiarize yourself and your students with the testing platform/format.

☐ Establish an appropriate setting for test administration and remove or cover any unauthorized aids in the testing room.

☐ Ensure that you understand the process for recording required administration information during testing.

☐ Prepare a Security Log and a seating chart to be used in your testing room.

☐ Make copies of the Do Not Disturb sign, the Session signs, the No Calculators sign (if applicable), and the Electronic Devices sign to post prior to testing.

☐ Assemble all materials needed for test administration.

☐ Ensure that students and their parents/guardians understand policies regarding electronic devices, leaving campus during testing, the Testing Rules Acknowledgment, and discussing test content after testing.

☐ If you are administering tests to students who require accommodations, discuss with your school assessment coordinator how accommodations will be provided and familiarize yourself with the accommodations information in Appendix A.

☐ For CBT only:
  • Ensure that you understand how to create, monitor, and close test sessions in the TA Interface.

☐ For PBT only:
  • Receive your test group code(s) from your school assessment coordinator.

During Testing:

☐ Keep time and maintain your seating chart and required administration information.

☐ Ensure that proctors and anyone who enters your room for any length of time sign the Security Log for your testing room.

☐ Administer the test according to the directions in the appropriate administration script(s) and read the SAY boxes verbatim to students.

After Testing:

☐ Verify that you have collected all required administration information, including accommodations provided to students and accommodations used by each student.
☐ Report any missing materials (e.g., test tickets, used ELA Writing Planning Sheets, used reference sheets, used CBT Worksheets, used CBT Work Folders, ELA Writing or ELA Reading Passage Booklets, test and answer books) to your school assessment coordinator immediately.

☐ Verify that your seating chart and Security Log have been completed correctly.

☐ Organize test materials and return them to your school assessment coordinator.

☐ For PBT only:
  • Inspect the front cover of test and answer books and verify that each student has completed the required information in the upper left corner. If applicable, remove any stray papers (e.g., planning sheets, reference sheets, periodic tables) from test and answer books. Do not review test content or student responses.
  • Check to make sure DNS bubbles have not been gridded by mistake and that DNS bubbles are gridded on invalidated or defective test documents.
Fall/Winter 2020 Florida Statewide Assessments

School Assessment Coordinator Checklist

Before Testing:

☐ Carefully read the test administration manual and the following, as applicable, and resolve any questions you might have with your district assessment coordinator (all resources are available on the Florida Statewide Assessments Portal):
  • Scripts and instructions for administering accommodations
  • Test Administrator User Guide
  • TIDE User Guide
  • 2020–2021 Statewide Assessments Accommodations Guide
  • AVA User Guide
  • Any local directions you have been given

☐ Read the Fall/Winter 2020 Test Security Policies and Procedures in the manual, then sign the Fall/Winter 2020 Test Administration and Security Agreement.

☐ Distribute the test administration manual to test administrators and ensure that test administrators read it and the Test Administrator User Guide. Those administering computer-based accommodations must read the appropriate scripts and instructions for administering these tests. Scripts and instructions for administering computer-based accommodations are available on the portal.

☐ Train your test administrators and proctors and ensure that they, as well as all school administrators, sign a Fall/Winter 2020 Test Administration and Security Agreement. Also ensure that test administrators sign a Fall/Winter 2020 Test Administrator Prohibited Activities Agreement.

☐ Receive test materials from your district assessment coordinator. Maintain an accurate Test Materials Chain of Custody Form at your school. Inventory the materials within 24 hours of receipt and report missing materials or request additional materials immediately.

☐ Communicate the process for collecting required administration information to your test administrators.

☐ Arrange practice test sessions as described on page 140.

☐ Assign proctors, as needed.

☐ Ensure that appropriate test settings are available for all test sessions.

☐ If any students who require accommodations are testing at your school, discuss with test administrators how accommodations will be provided. Information regarding accommodations is located in Appendix A.

☐ Ensure that all students are uploaded into TIDE and assigned the correct test.

☐ For CBT only:
  • Assign accommodations and verify student demographic information in TIDE.
  • Work with your district assessment coordinator to ensure that test administrators have active usernames and passwords to log in to the TA Interface.
  • Ensure that test administrators understand how to create, monitor, and stop test sessions in the TA Interface.
  • Print test tickets to distribute to test administrators. Test tickets contain login information for students, and each student must have a test ticket to log in to an assessment. Refer to the TIDE User Guide for instructions.

☐ For PBT only:
  • Verify student information, print, and affix On-Demand PreID Labels to test and answer books. If information on an On-Demand PreID Label is incorrect, update the student information in TIDE, print, and affix a new On-Demand PreID Label.
• Verify that labels are not faded and can be clearly read.
• Distribute test group codes to test administrators.
• Ensure that secure materials are kept in locked storage until the day of testing.
• Assign TAs an AVA role in TIDE for those administering paper-based accommodations for ELA Reading Retake.

During Testing:

☐ Distribute test materials for students in each testing room immediately before testing is scheduled to begin. Do not distribute these materials ahead of time.
☐ Be available to answer questions from test administrators.
☐ Provide test administrators with additional materials, as necessary.
☐ Test administrators are instructed to contact you if a student does not sign below the Testing Rules Acknowledgment. Determine the appropriate course of action for handling any such students; any student who refuses the acknowledgment should still be tested, but a record of the refusal should be retained at the school.
☐ Monitor each testing room to ensure that test administration and test security policies and procedures are being followed, seating charts and Security Logs are being properly completed, and required administration information is being collected.
☐ Arrange for and supervise make-up test administrations.
☐ For CBT only:
  • Monitor student progress and test completion rates in TIDE.
  • Contact district staff and the Florida Help Desk immediately if technical issues arise.
☐ Contact your district assessment coordinator if any test irregularities or security breaches occur.

After Testing:

☐ Verify that all distributed secure materials have been returned. Complete your Test Materials Chain of Custody Form. Report missing materials to your district assessment coordinator and conduct the necessary investigation(s).
☐ Make copies of all collected required administration information, seating charts, and Security Logs, and file the copies. Ensure that seating charts indicate which direction each student is facing.
☐ Organize test materials and return them to your district assessment coordinator as indicated on pages 186–187.
☐ For PBT only:
  • Ensure that paper-based test materials are labeled accurately. If a test administrator notifies you of an incorrect On-Demand PreID Label, update the student information in TIDE, print, and affix a new On-Demand PreID Label over the incorrect label. An On-Demand PreID Label must be applied, and student information must also be added to or updated in TIDE.
  • Inspect student answer documents and verify that each student has completed the required information in the upper left corner of the demographic page, and, if applicable, remove any stray reference sheets or periodic tables from test and answer books. Do not review test content or student responses.
Fall/Winter 2020 Florida Statewide Assessments

District Assessment Coordinator Checklist

Before Testing:

- Carefully read the test administration manual(s) and the TIDE User Guide, and resolve any questions with the Bureau of K–12 Student Assessment at FDOE.
- Train school assessment coordinators and technology coordinators. Ensure that they are aware of policies and procedures specific to this administration, including test session lengths.
- If students in your district require braille, one-item-per-page, large print accommodations, place orders for the applicable accommodated practice tests in TIDE.
- Receive test materials and make sure that each school receives the correct range of boxes. Ensure that each school maintains an accurate Test Materials Chain of Custody Form.
- Communicate the process for collecting required administration information to your school assessment coordinators.
- Communicate with school assessment coordinators how to make arrangements for special programs students.
- Create or update School Administrator, School Assessment Coordinator, and Test Administrator accounts in TIDE.
- Ensure that appropriate test settings are provided and accommodations for eligible students are correctly implemented.
- Ensure that all school assessment coordinators, school administrators, technology coordinators, test administrators, and proctors have signed a Fall/Winter 2020 Test Administration and Security Agreement and that test administrators have signed a Fall/Winter 2020 Test Administrator Prohibited Activities Agreement.

During Testing:

- Provide schools with additional materials, as necessary.
- Monitor schools to ensure that test administration and test security policies and procedures are followed.
- Be available during testing to answer questions from school personnel and technology coordinators.
- Communicate with the Bureau of K–12 Student Assessment, as needed, in the case of test irregularities, missing materials, and security breaches, or if you need guidance when test invalidation is being considered.

After Testing:

- Review the required administration information from your District Assessment Coordinator ONLY boxes, immediately report any missing materials to FDOE, and conduct any necessary investigations.
- Verify that seating charts and Security Logs were completed and file them.
- Verify that Test Materials Chain of Custody Forms were completed and file them.
- Store ancillary materials (e.g., used CBT Worksheets, used reference sheets, seating charts) until after results for the administration have been reported.
- Return TO BE SCORED and NOT TO BE SCORED paper-based materials according to the instructions in Appendix C.
- Return ELA Writing and ELA Reading Passage Booklets in DRC white-labeled NOT TO BE SCORED boxes, according to the instructions in Appendix C.
You may not have any electronic devices during testing.
Calculators are not permitted during this session.
You may only work in Session 1
You may only work in Session 2
ELA WRITING PLANNING SHEET

Use this sheet to plan what you will write. The writing on this sheet will not be scored.

This sheet will not be scored.
This sheet will not be scored.
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