Spring 2020
Scripts and Instructions
for Administering Accommodated
Computer-Based Assessments

Grades 7–10/Retake ELA Writing
Grades 7–10/Retake ELA Reading
Grades 7–8 Mathematics
End-of-Course Assessments
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Introduction

This document includes scripts and instructions for administering the Spring 2020 Florida Standards Assessments (FSA) Grades 7–10 English Language Arts (ELA) Writing and Writing Retake, Grades 7–10 ELA Reading and Reading Retake, Grades 7–8 Mathematics, and the End-of-Course (EOC) assessments to students who require computer-based accommodations (e.g., masking, text-to-speech). Test administrators (TAs) are responsible for reading the Test Administration Policies and Procedures, Test Security Policies and Procedures, Test Invalidation Policies and Procedures sections, the Test Administrator Responsibilities sections, and the appropriate appendices of the Spring 2020 FSA Computer-Based Test Administration Manual (Spring 2020 FSA CBT Manual). Test administrators are also responsible for reading the 2019–2020 Statewide Assessments Accommodations Guide.

Scripts and instructions for administering braille accommodations are included with braille test materials and are available on the FSA Portal. Scripts and instructions for administering paper-based accommodations (regular print, large print, one-item-per-page) are available on the portal (www.FSAssessments.org).
Script for Administering Accommodated Computer-Based Grades 7–10 ELA Writing

120 Minutes

The following script should be used for students participating in Grades 7–10 ELA Writing assessments using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

This test is 120 minutes, and students will take a short stretch break after 60 minutes of testing. Display starting and stopping times as instructed in the script.

During this test, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- If a student starts a test and leaves campus without finishing (e.g., for lunch, an appointment, 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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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 each student has a pen or pencil.

6. Provide each student with a planning sheet. Ensure that you have a copy of the sample planning sheet found in Appendix E of the Spring 2020 FSA CBT Manual to display for students when instructed in the script.

7. Check that all students have been assigned the correct accommodation in TIDE (e.g., masking, text-to-speech).

8. If you have students who require Writing Passage Booklets (see page 23 of the Spring 2020 FSA CBT Manual), 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. If any students are taking the test with the text-to-speech accommodation, ensure that they have headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

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

11. 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 FSA Portal and click **Administer the FSA.**

2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational 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 are going to take the Grade ___ FSA ELA Writing test. Remove all materials from your desk except your pen or pencil and your planning sheet.

**You will have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes.**

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).

Now, hold up a sample planning sheet.

**SAY**

Now, look at your planning sheet. Print your name 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’ll 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.

**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** Now, turn your planning sheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s (passage booklet,) computer screen, device, or planning sheet
- allow another student to look at your (passage booklet,) computer screen, device, or planning sheet
- ask for help writing your response
- give help to another student in writing his or her response
- have notes or scratch paper other than your planning sheet (or passage booklet)
- have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the writing prompt or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

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

*I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.*

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

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

**SAY** Back on the testing site you will see a screen that says *Your Tests*. Click the arrow to the left of **Start Grade ___ FSA ELA Writing** 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.

**If you are administering this test to students who are using the text-to-speech accommodation,**

Now, you will see a screen that allows you to verify the text-to-speech tool functionality.

Click the large speaker icon and listen to the audio.

If you are able to hear the text-to-speech audio, click I heard the voice. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. Click Continue. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have completed the text-to-speech setup,

Now, you should see a screen that says **Help Guide and Test Settings.**

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

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 Help Guide and Test Settings 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 **Help Guide and Test Settings** 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 **Help Guide and Test Settings** screen.

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

First, we will review the accessibility tools that are available to students with certain accommodations. Do not select any buttons at this time.

Read the appropriate instructions below and on the following page for the accommodations you are administering.

### Masking

If you will take this test using **Masking** as an accommodation, then listen as I describe this tool.

The Masking tool allows you to hide portions of the screen. To access the Masking tool within an item, click the button labeled **Masking** in the upper-right corner of your screen. The button has a picture of a shaded square on it. When you have turned the Masking tool on, the button will turn orange.

To mask a portion of the screen, click the left mouse button and drag until the gray square covers the portion of the screen that you would like to mask. Then, release the mouse button. The area will be masked.

To remove the masking, click the close button in the upper-right corner of the masked area. The close button is a circle with an X in the center.

To turn off the Masking tool, click the **Masking** button again. The button will revert to its original color.

Are there any questions?

Answer all questions.
Text-to-Speech

SAY If you will take this test using **Text-to-Speech** as an accommodation, then listen as I describe this tool.

To access the text-to-speech tool, click the three horizontal lines above the response area to open the context menu.

Click **Speak Question** to have the prompt read aloud.

If you wish to hear only a portion of the prompt, select the text you wish to have read aloud, and then open the context menu. Click **Speak Selection** to have the selected text read aloud.

To pause the voice while it is speaking, select the context menu again. Click **Pause Speaking**. To restart the voice from the point at which you paused, click **Resume Speaking**.

To stop the voice while it is speaking, select the context menu. Click **Stop Speaking**. To hear the prompt again from the beginning after you have stopped the voice, select the context menu and click **Speak Question** again.

Are there any questions?

Answer all questions.

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

Distribute 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.**

**SAY** Write your name in the space on the front cover of your passage booklet. Find the plastic pull tab on the right side of your passage booklet. Gently pull the tab **out** and **down**. Do not remove any remaining pieces of the tab. 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.

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

You have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes. I’ll remind you when there are 10 minutes left in the test.

Now, click **Begin Test Now** and begin working.
Complete the following:

<table>
<thead>
<tr>
<th>Time Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>STARTING time:</td>
<td>__________</td>
</tr>
<tr>
<td>Add 60 minutes:</td>
<td>+60 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 50 minutes:</td>
<td>+50 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 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’ll 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          | 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.)** Click **Submit Test**. A **Warning** message will appear. Click **Yes** on this message. **(Pause.)** |
SAY On the Test Completed screen, click Log Out. You will be taken to the Please Sign In screen. I will collect your (passage booklet,) planning sheet and test ticket.

Students will be returned to the login screen once they submit their tests. Collect (passage booklets,) planning sheets and test tickets.

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 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 168 of the Spring 2020 FSA CBT Manual.
Script for Administering the Accommodated Computer-Based ELA Writing Retake

120+ Minutes

The following script should be used for students participating in the ELA Writing Retake using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.

**Before Reading This Script**

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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 for this test. Display the stopping time where it is visible to all students. **Contact your school assessment coordinator if you have not already received timing information for this test.**

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 of the Spring 2020 FSA CBT Manual to display for students when instructed in the script.

8. Check that all students have been assigned the correct accommodation in TIDE (e.g., masking, text-to-speech).

9. If you have students who require Writing Passage Booklets (see page 23 of the Spring 2020 FSA CBT Manual), 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.**

10. If any students are taking the test with the text-to-speech accommodation, ensure that they have headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

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

12. 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 FSA Portal and click Administer the FSA.
2. Log in to the TA Interface with your username and password.
3. Select FSA ELA Writing Retake and then click Start Operational 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).

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

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.

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.

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

SAY Now, look at your planning sheet. Print your name 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’ll 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.
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.

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.

Now, turn your planning sheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

• talk to other students or make any disturbance
• look at another student’s (passage booklet,) computer screen, device, or planning sheet
• allow another student to look at your (passage booklet,) computer screen, device, or planning sheet
• ask for help writing your response
• give help to another student in writing his or her response
• have notes or scratch paper other than your planning sheet (or passage booklet)
• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them
• fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the writing prompt or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

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

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.
Script for Administering the Accommodated Computer-Based ELA Writing Retake

SAY Back on the testing site you will see a screen that says **Your Tests.** Click the arrow to the left of **Start FSA ELA Writing Retake** to proceed.

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

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals 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**.

If you are administering this test to students who are using the text-to-speech accommodation, 

SAY Now, you will see a screen that allows you to verify the text-to-speech tool functionality.

Click the large speaker icon and listen to the audio.

If you are able to hear the text-to-speech audio, click **I heard the voice**. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. Click **Continue**. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have completed the text-to-speech setup,

SAY Now, you should see a screen that says **Help Guide and Test Settings**.

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

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 *Help Guide and Test Settings* 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 *Help Guide and Test Settings* 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 *Help Guide and Test Settings* screen.

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

First, we will review the accessibility tools that are available to students with certain accommodations. Do not select any buttons at this time.

Read the appropriate instructions below and on the following page for the accommodations you are administering.

**Masking**

If you will take this test using **Masking** as an accommodation, then listen as I describe this tool.

The Masking tool allows you to hide portions of the screen. To access the Masking tool within an item, click the button labeled **Masking** in the upper-right corner of your screen. The button has a picture of a shaded square on it. When you have turned the Masking tool on, the button will turn orange.

To mask a portion of the screen, click the left mouse button and drag until the gray square covers the portion of the screen that you would like to mask. Then, release the mouse button. The area will be masked.

To remove the masking, click the close button in the upper-right corner of the masked area. The close button is a circle with an X in the center.

To turn off the Masking tool, click the **Masking** button again. The button will revert to its original color.

Are there any questions?

Answer all questions.
Text-to-Speech

**SAY** If you will take this test using Text-to-Speech as an accommodation, then listen as I describe this tool.

To access the text-to-speech tool, click the three horizontal lines above the response area to open the context menu.

Click **Speak Question** to have the prompt read aloud.

If you wish to hear only a portion of the prompt, select the text you wish to have read aloud, and then open the context menu. Click **Speak Selection** to have the selected text read aloud.

To pause the voice while it is speaking, select the context menu again. Click **Pause Speaking**. To restart the voice from the point at which you paused, click **Resume Speaking**.

To stop the voice while it is speaking, select the context menu. Click **Stop Speaking**. To hear the prompt again from the beginning after you have stopped the voice, select the context menu and click **Speak Question** again.

Are there any questions?

Answer all questions.

If you have students who will use Writing Passage Booklets:

Distribute 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.

**SAY** Write your name in the space on the front cover of your passage booklet. Find the plastic pull tab on the right side of your passage booklet. Gently pull the tab **out** and **down**. Do not remove any remaining pieces of the tab. 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.

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

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

Now, click **Begin Test Now** and begin working.
Script for Administering the Accommodated Computer-Based ELA Writing Retake

Complete the following:

<table>
<thead>
<tr>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>STARTING time:</td>
<td>__________</td>
</tr>
<tr>
<td>Add 60 minutes:</td>
<td>+60 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 50 minutes:</td>
<td>+50 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 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’ll 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.)** Click **Submit Test.** A **Warning** message will appear. Click **Yes** on this message. (Pause.) |
Script for Administering the Accommodated Computer-Based ELA Writing Retake

**SAY** 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 (passage booklets,) planning sheets and test tickets.

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’ll 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.)

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 (passage booklets,) planning sheets and test tickets.

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 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 168 of the Spring 2020 FSA CBT Manual.
Script for Administering
Accommodated Computer-Based
Grades 7–8 ELA Reading

**Session 1**

85 Minutes

The following script should be used for students participating in Session 1 of the Grades 7–8 ELA Reading assessments using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

This test session is 85 minutes, and students will take a short stretch break after 45 minutes of testing. Display starting and stopping times as instructed in the script.

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have 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 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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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

6. Check that all students have been assigned the correct accommodation in TIDE (e.g., masking, text-to-speech).

7. If you have students who require Reading Passage Booklets (see page 23 of the Spring 2020 FSA CBT Manual), 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 each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

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 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 FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational 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 are going to take Session 1 of Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.

**You will have 85 minutes to complete this test session, and we will take a short stretch break after 45 minutes.**

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.

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).

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 Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

• talk to other students or make any disturbance
• look at another student’s (passage booklet,) computer screen, device, or worksheet
• allow another student to look at your (passage booklet,) computer screen, device, or worksheet
• ask for help answering any test questions
• give help to another student in answering test questions
• have notes or scratch paper other than your worksheet (or passage booklet)
• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them
• fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

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

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

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

SAY Back on the testing site you will see a screen that says Your Tests. Click the arrow to the left of Start Grade ___ FSA ELA Reading 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**.

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.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed.

**If you are administering this test to students who are using the text-to-speech accommodation,**

If you have a TTS Accommodation, you will see a section below the Sound Check section that allows you to verify the text-to-speech tool functionality.

Click the large speaker icon and listen to the audio.

If you are able to hear the text-to-speech audio, click **I heard the voice**. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed.

After all students have selected **Yes** on the **Audio Checks** screen (and text-to-speech setup),

Click **Continue**. Now, on the **Help Guide and Test Settings** screen, click **View 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 **Help Guide and Test Settings** 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 Help Guide and Test Settings screen. Do not click Begin Test Now until I tell you to do so.

In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.

Today you will complete Session 1, which contains items (For Grade 7 SAY: 1 through 30) (For Grade 8 SAY: 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.

First, we will review the accessibility tools that are available to students with certain accommodations. Do not select any buttons at this time.

Read the appropriate instructions below and on the following pages for the accommodations you are administering.

Masking

If you will take this test using Masking as an accommodation, then listen as I describe this tool.

The Masking tool allows you to hide portions of the screen. To access the Masking tool within an item, click the button labeled Masking in the upper-right corner of your screen. The button has a picture of a shaded square on it. When you have turned the Masking tool on, the button will turn orange.

To mask a portion of the screen, click the left mouse button and drag until the gray square covers the portion of the screen that you would like to mask. Then, release the mouse button. The area will be masked.

To remove the masking, click the close button in the upper-right corner of the masked area. The close button is a circle with an X in the center.

To turn off the Masking tool, click the Masking button again. The button will revert to its original color.

Are there any questions?

Answer all questions.
**Text-to-Speech**

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you will take this test using <strong>Text-to-Speech</strong> as an accommodation, then listen as I describe this tool.</td>
</tr>
</tbody>
</table>

To access the text-to-speech tool, click the three horizontal lines above the response area to open the context menu.

Click **Speak Question** to have the question and answer options read aloud.

To have the voice read a single answer option, open the context menu and select **Speak Option**. You will then click the option you would like to have read aloud. You can also have an answer option read aloud by right-clicking on that answer option and selecting **Speak Option**.

If you wish to hear only a portion of an item, select the text you wish to have read aloud, and then open the context menu. Click **Speak Selection** to have the selected text read aloud.

To pause the voice while it is speaking, select the context menu again. Click **Pause Speaking**. To restart the voice from the point at which you paused, click **Resume Speaking**.

To stop the voice while it is speaking, select the context menu. Click **Stop Speaking**. To hear the question again from the beginning after you have stopped the voice, select the context menu and click **Speak Question** again.

Are there any questions?

Answer all questions.

**American Sign Language (ASL)**

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you will take this test using <strong>American Sign Language</strong> as an accommodation, then listen as I describe this tool.</td>
</tr>
</tbody>
</table>

This session may have an audio or animation clip. When you reach the audio or animation passage on the test, to access the ASL video, open the context menu in the passage area.

Select **American Sign Language** to open the ASL video window.

The video will begin playing automatically. You can use the pause button to pause the video and use the scrubber to move to a different part of the video.

To slow down or speed up the rate of the video, click 1 in the bottom right corner of the window and make a new selection.

The last button on the right that looks like a square makes the video full screen. Click the square button again to reduce the size of the video. When the video is not full screen, you can click and drag the top of the window to move it around the screen.

Are there any questions?

Answer all questions.
Closed Captioning

| SAY | If you will take this test using **Closed Captioning** as an accommodation, then listen as I describe this tool. This accommodation will display closed captions for audio passages or animation clips in the test. To access closed captioning, click the **Play** button on the audio passage. The closed captioning window will appear and display the text of the passage. You can pause the audio and closed captioning by clicking the **Pause** button. While the closed captioning is playing, you can use the scrubber to move forward or backward in the audio passage. The closed captioning window will close once the audio has finished playing. |

Are there 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 Session** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions. |

OR

**Option B**

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

OR

**Option C**

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

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

Distribute 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 85 minutes to complete this test session, and we will take a short stretch break after 45 minutes. I’ll remind you when there are 10 minutes left in the session. Now, click **Begin Test Now** and begin working. |

Complete the following:

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

Display the STARTING and STOPPING times for students.

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 40 minutes to complete this session, and I’ll let you know when there are 10 minutes left.

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

After 30 minutes,

**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 **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. I will collect your (passage booklet,) worksheet and test ticket.

Students will be returned to the login screen once they pause their tests. Collect (passage booklets,) worksheets and test tickets.

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 students:

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

4. Return all materials to your school assessment coordinator until the beginning of Session 2.
Script for Administering
Accommodated Computer-Based
Grades 7–8 ELA Reading

Session 2
85 Minutes

The following script should be used for students participating in Session 2 of the Grades 7–8 ELA Reading assessments using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

This test session is 85 minutes, and students will take a short stretch break after 45 minutes of testing. Display starting and stopping times as instructed in the script.

During this test session, remember the following:

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

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

• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, 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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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. 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.)

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

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

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

9. 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)

Create a Test Session

1. Go to the FSA Portal and click Administer the FSA.

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

3. Select the test you will be administering and then click Start Operational 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 Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.

You will have 85 minutes to complete this test session, and we will take a short stretch break after 45 minutes.

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

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).

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.
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.

Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s (passage booklet,) computer screen, device, or worksheet
- allow another student to look at your (passage booklet,) computer screen, device, or worksheet
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your worksheet (or passage booklet)
- have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

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

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

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

Back on the testing site you will see a screen that says Your Tests. Click the arrow to the left of Resume Grade ___ FSA ELA Reading 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 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.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed.

**If you are administering this test to students who are using the text-to-speech accommodation,**

**SAY**

If you have a TTS Accommodation, you will see a section below the Sound Check section that allows you to verify the text-to-speech tool functionality. Click the large speaker icon and listen to the audio.

If you are able to hear the text-to-speech audio, click I heard the voice. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed.

After all students have selected Yes on the Audio Checks screen (and text-to-speech setup),

**SAY**

Click Continue. Now, on the Help Guide and Test Settings 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 Help Guide and Test Settings 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 Help Guide and Test Settings screen. Do not click Begin Test Now until I tell you to do so.
In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.

| SAY | Today you will complete Session 2, which contains items (For Grade 7 SAY: 31 through 62) (For Grade 8 SAY: 31 through 62). 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. First, we will review the accessibility tools that are available to students with certain accommodations. Do not select any buttons at this time. |

Read the appropriate instructions below and on the following page for the accommodations you are administering.

**American Sign Language (ASL)**

| SAY | If you will take this test using American Sign Language as an accommodation, then listen as I describe this tool. This session may have an audio or animation clip. When you reach the audio or animation passage on the test, to access the ASL video, open the context menu in the passage area. Select American Sign Language to open the ASL video window. The video will begin playing automatically. You can use the pause button to pause the video and use the scrubber to move to a different part of the video. To slow down or speed up the rate of the video, click 1 in the bottom right corner of the window and make a new selection. The last button on the right that looks like a square makes the video full screen. Click the square button again to reduce the size of the video. When the video is not full screen, you can click and drag the top of the window to move it around the screen. Are there any questions? |

Answer all questions.

**Closed Captioning**

| SAY | If you will take this test using Closed Captioning as an accommodation, then listen as I describe this tool. This accommodation will display closed captions for audio passages or animation clips in the test. To access closed captioning, click the Play button on the audio passage. The closed captioning window will appear and display the text of the passage. You can pause the audio and closed captioning by clicking the Pause button. While the closed captioning is playing, you can use the scrubber to move forward or backward in the audio passage. The closed captioning window will close once the audio has finished playing. Are there 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 (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 Reading Passage Booklets:**

Distribute 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.
### Script for Administering Accommodated Computer-Based Grades 7–8 ELA Reading—Session 2

**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 85 minutes to complete this test session, and we will take a short stretch break after 45 minutes. I’ll remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and begin working.

Complete the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STARTING time:</td>
<td>Add 45 minutes:</td>
</tr>
<tr>
<td></td>
<td>+45 minutes</td>
</tr>
<tr>
<td>Time to call a break:</td>
<td>TIME TESTING RESUMES:</td>
</tr>
<tr>
<td></td>
<td>+30 minutes</td>
</tr>
<tr>
<td>Time for 10-minute reminder:</td>
<td>Add 10 minutes:</td>
</tr>
<tr>
<td></td>
<td>+10 minutes</td>
</tr>
</tbody>
</table>

**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 40 minutes to complete this session, and I’ll let you know when there are 10 minutes left.

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

After 30 minutes,

**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.)*

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 (passage booklets,) worksheets and test tickets.

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,) 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 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 168 of the Spring 2020 FSA CBT Manual.
Script for Administering
Accommodated Computer-Based
Grades 9–10 ELA Reading

Session 1
90 Minutes

The following script should be used for students participating in Session 1 of the Grades 9–10 ELA Reading assessments using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Display starting and stopping times as instructed in the script.

During this test session, remember the following:

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

• Ensure that all students in your testing room have 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 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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.

**Before Reading This Script**

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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

6. Check that all students have been assigned the correct accommodation in TIDE (e.g., masking, text-to-speech).

7. If you have students who require Reading Passage Booklets (see page 23 of the Spring 2020 FSA CBT Manual), 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 each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

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 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 FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click **Start Operational 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 Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.

You will have **90 minutes to complete this test session, and we will take a short stretch break after 45 minutes**.

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.

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).

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** Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s (*passage booklet,*) computer screen, device, or worksheet
- allow another student to look at your (*passage booklet,*) computer screen, device, or worksheet
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your worksheet (*or passage booklet*)
- have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

**Answer all questions.**

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

*I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.*

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

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

**SAY** Back on the testing site you will see a screen that says *Your Tests*. Click the arrow to the left of **Start Grade ___ FSA ELA Reading** 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.
SAY 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.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed.

**If you are administering this test to students who are using the text-to-speech accommodation,**

SAY If you have a TTS Accommodation, you will see a section below the Sound Check section that allows you to verify the text-to-speech tool functionality. Click the large speaker icon and listen to the audio.

If you are able to hear the text-to-speech audio, click I heard the voice. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed.

After all students have selected Yes on the Audio Checks screen (and text-to-speech setup),

SAY Click Continue. Now, on the Help Guide and Test Settings 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 Help Guide and Test Settings 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 Help Guide and Test Settings screen.

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

In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.

Today you will complete Session 1, which contains items (For Grade 9 SAY: 1 through 31) (For Grade 10 SAY: 1 through 31). 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.

First, we will review the accessibility tools that are available to students with certain accommodations. Do not select any buttons at this time.

Read the appropriate instructions below and on the following pages for the accommodations you are administering.

Masking

If you will take this test using Masking as an accommodation, then listen as I describe this tool.

The Masking tool allows you to hide portions of the screen. To access the Masking tool within an item, click the button labeled Masking in the upper-right corner of your screen. The button has a picture of a shaded square on it. When you have turned the Masking tool on, the button will turn orange.

To mask a portion of the screen, click the left mouse button and drag until the gray square covers the portion of the screen that you would like to mask. Then, release the mouse button. The area will be masked.

To remove the masking, click the close button in the upper-right corner of the masked area. The close button is a circle with an X in the center.

To turn off the Masking tool, click the Masking button again. The button will revert to its original color.

Are there any questions?

Answer all questions.
Text-to-Speech

If you will take this test using **Text-to-Speech** as an accommodation, then listen as I describe this tool.

To access the text-to-speech tool, click the three horizontal lines above the response area to open the context menu.

Click **Speak Question** to have the question and answer options read aloud.

To have the voice read a single answer option, open the context menu and select **Speak Option**. You will then click the option you would like to have read aloud. You can also have an answer option read aloud by right-clicking on that answer option and selecting **Speak Option**.

If you wish to hear only a portion of an item, select the text you wish to have read aloud, and then open the context menu. Click **Speak Selection** to have the selected text read aloud.

To pause the voice while it is speaking, select the context menu again. Click **Pause Speaking**. To restart the voice from the point at which you paused, click **Resume Speaking**.

To stop the voice while it is speaking, select the context menu. Click **Stop Speaking**. To hear the question again from the beginning after you have stopped the voice, select the context menu and click **Speak Question** again.

Are there any questions?

Answer all questions.

American Sign Language (ASL)

If you will take this test using **American Sign Language** as an accommodation, then listen as I describe this tool.

This session may have an audio or animation clip. When you reach the audio or animation passage on the test, to access the ASL video, open the context menu in the passage area.

Select **American Sign Language** to open the ASL video window.

The video will begin playing automatically. You can use the pause button to pause the video and use the scrubber to move to a different part of the video.

To slow down or speed up the rate of the video, click 1 in the bottom right corner of the window and make a new selection.

The last button on the right that looks like a square makes the video full screen. Click the square button again to reduce the size of the video. When the video is not full screen, you can click and drag the top of the window to move it around the screen.

Are there any questions?

Answer all questions.
### Closed Captioning

**SAY** If you will take this test using **Closed Captioning** as an accommodation, then listen as I describe this tool.

This accommodation will display closed captions for audio passages or animation clips in the test. To access closed captioning, click the **Play** button on the audio passage. The closed captioning window will appear and display the text of the passage. You can pause the audio and closed captioning by clicking the **Pause** button. While the closed captioning is playing, you can use the scrubber to move forward or backward in the audio passage. The closed captioning window will close once the audio has finished playing.

Are there any questions?

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**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 Session** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

**Option B**

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

Please raise your hand if you have any questions.

**OR**

**Option C**

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

Please raise your hand if you have any questions.
If you have students who will use Reading Passage Booklets:

Distribute 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. I’ll remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.

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.
Script for Administering Accommodated Computer-Based Grades 9–10 ELA Reading—Session 1

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’ll let you know when there are 10 minutes left.  
Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

**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 **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. I will collect your (passage booklet,) worksheet and test ticket.

Students will be returned to the login screen once they pause their tests. Collect (passage booklets,) worksheets and test tickets.

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

4. Return all materials to your school assessment coordinator until the beginning of Session 2.
Script for Administering
Accommodated Computer-Based
Grades 9–10 ELA Reading

Session 2
90 Minutes

The following script should be used for students participating in Session 2 of the Grades 9–10 ELA Reading assessments using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Display starting and stopping times as instructed in the script.

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, 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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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. 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.)

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

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

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

9. 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 FSA Portal and click Administer the FSA.

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

3. Select the test you will be administering and then click Start Operational 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 Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.

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

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

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).

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.
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.

Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s *(passage booklet,)* computer screen, device, or worksheet
- allow another student to look at your *(passage booklet,)* computer screen, device, or worksheet
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your worksheet *(or passage booklet)*
- have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

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

*I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.*

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

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

Back on the testing site you will see a screen that says **Your Tests**. Click the arrow to the left of **Resume Grade ___ FSA ELA Reading** 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.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed.

If you are administering this test to students who are using the text-to-speech accommodation,

If you have a TTS Accommodation, you will see a section below the Sound Check section that allows you to verify the text-to-speech tool functionality. Click the large speaker icon and listen to the audio.

If you are able to hear the text-to-speech audio, click I heard the voice. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed.

After all students have selected Yes on the Audio Checks screen (and text-to-speech setup),

Click Continue. Now, on the Help Guide and Test Settings 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 Help Guide and Test Settings 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 Help Guide and Test Settings screen. Do not click Begin Test Now until I tell you to do so.
In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.

| SAY | Today you will complete Session 2, which contains items *For Grade 9* SAY: 32 through 64) *(For Grade 10* SAY: 32 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. First, we will review the accessibility tools that are available to students with certain accommodations. Do not select any buttons at this time. |

Read the appropriate instructions below and on the following page for the accommodations you are administering.

### American Sign Language (ASL)

| SAY | If you will take this test using American Sign Language as an accommodation, then listen as I describe this tool. This session may have an audio or animation clip. When you reach the audio or animation passage on the test, to access the ASL video, open the context menu in the passage area. Select American Sign Language to open the ASL video window. The video will begin playing automatically. You can use the pause button to pause the video and use the scrubber to move to a different part of the video. To slow down or speed up the rate of the video, click **1** in the bottom right corner of the window and make a new selection. The last button on the right that looks like a square makes the video full screen. Click the square button again to reduce the size of the video. When the video is not full screen, you can click and drag the top of the window to move it around the screen. Are there any questions? |

Answer all questions.

### Closed Captioning

| SAY | If you will take this test using Closed Captioning as an accommodation, then listen as I describe this tool. This accommodation will display closed captions for audio passages or animation clips in the test. To access closed captioning, click the **Play** button on the audio passage. The closed captioning window will appear and display the text of the passage. You can pause the audio and closed captioning by clicking the **Pause** button. While the closed captioning is playing, you can use the scrubber to move forward or backward in the audio passage. The closed captioning window will close once the audio has finished playing. Are there 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 (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 Reading Passage Booklets:

Distribute 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.
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. I’ll remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and begin working.

Complete the following:

<table>
<thead>
<tr>
<th>STARTING time:</th>
<th>+45 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add 45 minutes:</td>
<td>+45 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 35 minutes:</td>
<td>+35 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 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’ll let you know when there are 10 minutes left. Make sure you are on the screen where you left off. You may now continue working.*

After 35 minutes,

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

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stop.</strong> Make sure you are on the review screen. Click <strong>End Test.</strong> A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click <strong>Yes.</strong> <em>(Pause)</em></td>
</tr>
<tr>
<td><strong>Click</strong> Submit Test. A <strong>Warning</strong> message will appear. Click <strong>Yes</strong> on this message. <em>(Pause)</em></td>
</tr>
<tr>
<td><strong>On the</strong> Test Completed screen, click <strong>Log Out.</strong> You will be taken to the <strong>Please Sign In</strong> screen. I will collect your (passage booklet,) worksheet and test ticket.</td>
</tr>
</tbody>
</table>

Students will be returned to the login screen once they submit their tests. Collect (passage booklets,) worksheets and test tickets.

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,) 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 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 168 of the Spring 2020 FSA CBT Manual.
Script for Administering the Accommodated Computer-Based ELA Reading Retake

Session 1

90+ Minutes

The following script should be used for students participating in Session 1 of the ELA Reading Retake using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

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 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 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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.

**Before Reading This Script**

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.
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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)
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. Display the stopping time for this session where it is visible to all students. **Contact your school assessment coordinator if you have not already received timing information for Session 1.**
6. Prior to testing, ensure that students have the following:
   • A pen or pencil
   • A CBT Worksheet
7. Check that all students have been assigned the correct accommodation in TIDE (e.g., masking, text-to-speech).
8. If you have students who require Reading Passage Booklets (see page 23 of the Spring 2020 FSA CBT Manual), 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 each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.
10. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
11. 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 FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **FSA ELA Reading Retake** and then click **Start Operational 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.

<table>
<thead>
<tr>
<th>SAY Today, you are going to take Session 1 of the FSA ELA Reading Retake. Remove all materials from your desk except your pen or pencil and your CBT Worksheet. 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. 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.</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>SAY Now, look at the login screen. If you do not see this screen, raise your hand.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>SAY Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.</th>
</tr>
</thead>
</table>

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.

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.

Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s (passage booklet,) computer screen, device, or worksheet
- allow another student to look at your (passage booklet,) computer screen, device, or worksheet
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your worksheet (or passage booklet)
- have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

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

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

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

Back on the testing site you will see a screen that says Your Tests. Click the arrow to the left of Start FSA ELA Reading Retake to proceed.
While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals 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**.

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.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed.

**If you are administering this test to students who are using the text-to-speech accommodation,**

If you have a TTS Accommodation, you will see a section below the Sound Check section that allows you to verify the text-to-speech tool functionality. Click the large speaker icon and listen to the audio.

If you are able to hear the text-to-speech audio, click **I heard the voice**. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed.

After all students have selected **Yes** on the *Audio Checks* screen (and text-to-speech setup),

Click **Continue**. Now, on the *Help Guide and Test Settings* 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 *Help Guide and Test Settings* 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 *Help Guide and Test Settings* 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 32. 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.

First, we will review the accessibility tools that are available to students with certain accommodations. Do not select any buttons at this time.

Read the appropriate instructions below and on the following pages for the accommodations you are administering.

**Masking**

**SAY**

If you will take this test using **Masking** as an accommodation, then listen as I describe this tool.

The Masking tool allows you to hide portions of the screen. To access the Masking tool within an item, click the button labeled **Masking** in the upper-right corner of your screen. The button has a picture of a shaded square on it. When you have turned the Masking tool on, the button will turn orange.

To mask a portion of the screen, click the left mouse button and drag until the gray square covers the portion of the screen that you would like to mask. Then, release the mouse button. The area will be masked.

To remove the masking, click the close button in the upper-right corner of the masked area. The close button is a circle with an X in the center.

To turn off the Masking tool, click the **Masking** button again. The button will revert to its original color.

Are there any questions?

Answer all questions.
Text-to-Speech

<table>
<thead>
<tr>
<th>SAY</th>
<th>If you will take this test using <strong>Text-to-Speech</strong> as an accommodation, then listen as I describe this tool.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To access the text-to-speech tool, click the three horizontal lines above the response area to open the context menu.</td>
</tr>
<tr>
<td></td>
<td>Click <strong>Speak Question</strong> to have the question and answer options read aloud.</td>
</tr>
<tr>
<td></td>
<td>To have the voice read a single answer option, open the context menu and select <strong>Speak Option</strong>. You will then click the option you would like to have read aloud. You can also have an answer option read aloud by right-clicking on that answer option and selecting <strong>Speak Option</strong>.</td>
</tr>
<tr>
<td></td>
<td>If you wish to hear only a portion of an item, select the text you wish to have read aloud, and then open the context menu. Click <strong>Speak Selection</strong> to have the selected text read aloud.</td>
</tr>
<tr>
<td></td>
<td>To pause the voice while it is speaking, select the context menu again. Click <strong>Pause Speaking</strong>. To restart the voice from the point at which you paused, click <strong>Resume Speaking</strong>.</td>
</tr>
<tr>
<td></td>
<td>To stop the voice while it is speaking, select the context menu. Click <strong>Stop Speaking</strong>. To hear the question again from the beginning after you have stopped the voice, select the context menu and click <strong>Speak Question</strong> again.</td>
</tr>
<tr>
<td></td>
<td>Are there any questions?</td>
</tr>
</tbody>
</table>

Answer all questions.

American Sign Language (ASL)

<table>
<thead>
<tr>
<th>SAY</th>
<th>If you will take this test using <strong>American Sign Language</strong> as an accommodation, then listen as I describe this tool.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This session may have an audio or animation clip. When you reach the audio or animation passage on the test, to access the ASL video, open the context menu in the passage area.</td>
</tr>
<tr>
<td></td>
<td>Select <strong>American Sign Language</strong> to open the ASL video window.</td>
</tr>
<tr>
<td></td>
<td>The video will begin playing automatically. You can use the pause button to pause the video and use the scrubber to move to a different part of the video.</td>
</tr>
<tr>
<td></td>
<td>To slow down or speed up the rate of the video, click <strong>1</strong> in the bottom right corner of the window and make a new selection.</td>
</tr>
<tr>
<td></td>
<td>The last button on the right that looks like a square makes the video full screen. Click the square button again to reduce the size of the video. When the video is not full screen, you can click and drag the top of the window to move it around the screen.</td>
</tr>
<tr>
<td></td>
<td>Are there any questions?</td>
</tr>
</tbody>
</table>

Answer all questions.
Closed Captioning

| SAY | If you will take this test using **Closed Captioning** as an accommodation, then listen as I describe this tool. This accommodation will display closed captions for audio passages or animation clips in the test. To access closed captioning, click the **Play** button on the audio passage. The closed captioning window will appear and display the text of the passage. You can pause the audio and closed captioning by clicking the **Pause** button. While the closed captioning is playing, you can use the scrubber to move forward or backward in the audio passage. The closed captioning window will close once the audio has finished playing. |

Are there 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 Session** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions. |

**OR**

**Option B**

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

**OR**

**Option C**

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

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

Distribute 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’ll remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.

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.
**Script for Administering the Accommodated Computer-Based ELA Reading Retake—Session 1**

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’ll let you know when there are 10 minutes left.

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 **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message.

Raise your hand and I will collect your *(passage booklet,)* worksheet and test ticket.
```

Students will be returned to the login screen once they pause their tests. Collect *(passage booklets,)* worksheets and test tickets.

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’ll 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 **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. I will collect your *(passage booklet,)* worksheet and test ticket.
```
Students will be returned to the login screen once they pause their tests. Collect (passage booklets,) worksheets and test tickets.

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

4. Return all materials to your school assessment coordinator until the beginning of Session 2.
Script for Administering the Accommodated Computer-Based ELA Reading Retake

Session 2
90+ Minutes

The following script should be used for students participating in Session 2 of the ELA Reading Retake using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

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.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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. Display the stopping time for this session where it is visible to all students. **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 Reading Passage Booklets, make sure that each student receives the same 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 each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

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

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

| SAY | Today, you are going to take Session 2 of the FSA ELA Reading Retake. Remove all materials from your desk except your pen or pencil and your CBT Worksheet. You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. Write your first and last names and today’s date on your CBT Worksheet. Remember, you may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session.
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).
Ensure that the Session ID is displayed where all students can see it. |
<table>
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<tr>
<td>SAY</td>
<td>Now, look at the login screen. If you do not see this screen, raise your hand.</td>
</tr>
</tbody>
</table>
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. |
SAY  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  Now, turn your CBT Worksheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

• talk to other students or make any disturbance
• look at another student’s (passage booklet,) computer screen, device, or worksheet
• allow another student to look at your (passage booklet,) computer screen, device, or worksheet
• ask for help answering any test questions
• give help to another student in answering test questions
• have notes or scratch paper other than your worksheet (or passage booklet)
• have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them
• fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items or passages after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

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

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

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

SAY  Back on the testing site you will see a screen that says Your Tests. Click the arrow to the left of Resume FSA ELA Reading Retake to proceed.

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

Assist any students who raise their hands.

In the TA Interface, select the Approvals 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.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed.

If you are administering this test to students who are using the text-to-speech accommodation,

If you have a TTS Accommodation, you will see a section below the Sound Check section that allows you to verify the text-to-speech tool functionality. Click the large speaker icon and listen to the audio.

If you are able to hear the text-to-speech audio, click **I heard the voice**. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed.

After all students have selected **Yes** on the **Audio Checks** screen (and text-to-speech setup),

Click **Continue**. Now, on the **Help Guide and Test Settings** 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 **Help Guide and Test Settings** 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 *Help Guide and Test Settings* screen.

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

Today you will complete Session 2, which contains items 33 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.

First, we will review the accessibility tools that are available to students with certain accommodations. Do not select any buttons at this time.

Read the appropriate instructions below and on the following page for the accommodations you are administering.

### American Sign Language (ASL)

**SAY** If you will take this test using *American Sign Language* as an accommodation, then listen as I describe this tool.

This session may have an audio or animation clip. When you reach the audio or animation passage on the test, to access the ASL video, open the context menu in the passage area.

Select **American Sign Language** to open the ASL video window.

The video will begin playing automatically. You can use the pause button to pause the video and use the scrubber to move to a different part of the video.

To slow down or speed up the rate of the video, click **1** in the bottom right corner of the window and make a new selection.

The last button on the right that looks like a square makes the video full screen. Click the square button again to reduce the size of the video. When the video is not full screen, you can click and drag the top of the window to move it around the screen.

Are there any questions?

Answer all questions.

### Closed Captioning

**SAY** If you will take this test using *Closed Captioning* as an accommodation, then listen as I describe this tool.

This accommodation will display closed captions for audio passages or animation clips in the test. To access closed captioning, click the **Play** button on the audio passage. The closed captioning window will appear and display the text of the passage. You can pause the audio and closed captioning by clicking the **Pause** button. While the closed captioning is playing, you can use the scrubber to move forward or backward in the audio passage. The closed captioning window will close once the audio has finished playing.

Are there 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 *(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 Reading Passage Booklets:**

Distribute 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.
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’ll remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.

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’ll let you know when there are 10 minutes left.*

*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.)

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 (passage booklets,) worksheets and test tickets.

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’ll 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.)

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 (passage booklets,) worksheets and test tickets.

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,) 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 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 168 of the Spring 2020 FSA CBT Manual.
Script for Administering Accommodated Computer-Based Grades 7–8 Mathematics

Session 1
60 Minutes

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

The following script should be used for students participating in Session 1 of the Grades 7–8 Mathematics assessments using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

This test session is 60 minutes. Display starting and stopping times as instructed in the script.

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have 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 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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.

**Before Reading This Script**

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A work folder
   - *Grade 7 or Grade 8 FSA Mathematics Reference Sheet* (Paper reference sheets should be provided only if your school is providing copies for all students.)

6. Check that all students have been assigned the correct accommodation in TIDE (e.g., masking, text-to-speech).

7. If any students are taking the test with the text-to-speech accommodation, ensure that they have headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

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

9. 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 FSA Portal and click Administer the FSA.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click Start Operational 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 Grade ___ FSA Mathematics. Remove all materials from your desk except your (Grade ___ FSA Mathematics Reference Sheet,) pen or pencil, and your work folder.

You will have 60 minutes to complete this test session.

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.)

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).

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.
SAY 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 Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s (reference sheet,) computer screen, device, or work folder
- allow another student to look at your (reference sheet,) computer screen, device, or work folder
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your work folder (or reference sheet)
- have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

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

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

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

SAY Back on the testing site you will see a screen that says Your Tests. Click the arrow to the left of Start Grade ___ FSA Mathematics 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.

**If you are administering this test to students who are using the text-to-speech accommodation,**

Now you will see a screen that allows you to verify the text-to-speech tool functionality.

Click the large speaker icon and listen to the audio.

If you are able to hear the text-to-speech audio, click I heard the voice. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. Click Continue. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have completed the text-to-speech setup,

Now, on the Help Guide and Test Settings 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 Help Guide and Test Settings 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 Help Guide and Test Settings screen.

Do not click Begin Test Now until I tell you to do so.
In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.

**SAY** Today you will complete Session 1, which contains items *(For Grade 7 SAY: 1 through 22) (For Grade 8 SAY: 1 through 22).* 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.

First, we will review the accessibility tools that are available to students with certain accommodations. Do not select any buttons at this time.

Read the appropriate instructions below and on the following page for the accommodations you are administering.

**Masking**

**SAY** If you will take this test using *Masking* as an accommodation, then listen as I describe this tool.

The Masking tool allows you to hide portions of the screen. To access the Masking tool within an item, click the button labeled *Masking* in the upper-right corner of your screen. The button has a picture of a shaded square on it. When you have turned the Masking tool on, the button will turn orange.

To mask a portion of the screen, click the left mouse button and drag until the gray square covers the portion of the screen that you would like to mask. Then, release the mouse button. The area will be masked.

To remove the masking, click the close button in the upper-right corner of the masked area. The close button is a circle with an X in the center.

To turn off the Masking tool, click the *Masking* button again. The button will revert to its original color.

Are there any questions?

**Text-to-Speech**

**SAY** If you will take this test using *Text-to-Speech* as an accommodation, then listen as I describe this tool.

To access the text-to-speech tool, click the three horizontal lines above the response area to open the context menu.

Click *Speak Question* to have the question and answer options read aloud.

To have the voice read a single answer option, open the context menu and select *Speak Option*. You will then click the option you would like to have read aloud. You can also have an answer option read aloud by right-clicking on that answer option and selecting *Speak Option*. 
Script for Administering Accommodated Computer-Based Grades 7–8 Mathematics—Session 1

**SAY** If you wish to hear only a portion of an item, select the text you wish to have read aloud, and then open the context menu. Click **Speak Selection** to have the selected text read aloud.

To pause the voice while it is speaking, select the context menu again. Click **Pause Speaking**. To restart the voice from the point at which you paused, click **Resume Speaking**.

To stop the voice while it is speaking, select the context menu. Click **Stop Speaking**. To hear the question again from the beginning after you have stopped the voice, select the context menu and click **Speak Question** again.

Are there any questions?

Answer all questions.

**If your school provided paper copies of the Grade ___ FSA Mathematics Reference Sheet for students to use,**

**SAY** Now, look at the top of your paper reference sheet. It should say Grade ___ 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, and 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 **End Session** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**
Option B

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

OR

Option C

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

Answer all questions.

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

You have 60 minutes to complete this test session. I’ll remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and begin working.

Complete the following:

- **STARTING time:** ___________
- Add 50 minutes: ___________ +50 minutes
- Time for 10-minute reminder: ___________
- Add 10 minutes: ___________ +10 minutes
- **STOPPING time:** ___________

Display the STARTING and STOPPING times for students.

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 50 minutes from the STARTING 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 **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. I will collect your (reference sheet,) work folder and test ticket.

Students will be returned to the login screen once they pause their tests. Collect (reference sheets,) work folders and test tickets.

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

4. Return all materials to your school assessment coordinator until the beginning of Session 2.
Script for Administering Accommodated Computer-Based Grades 7–8 Mathematics

Session 2
60 Minutes

The following script should be used for students participating in Session 2 of the Grades 7–8 Mathematics assessments using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

This test session is 60 minutes. Display starting and stopping times as instructed in the script.

During this test session, remember the following:

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

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

- If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, 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.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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 students leaving the room for breaks and resuming testing. Your school assessment coordinator should also instruct you on whether students testing in your room will take a short stretch break or an extended break between Session 2 and Session 3. **Contact your school assessment coordinator if you have not already received instructions on how to handle the break between sessions.**

6. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A new 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.)
   - **Grade 7 or Grade 8 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. If any students are taking the test with the text-to-speech accommodation, ensure that they have headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

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

9. 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 Screen](image)
Create a Test Session

1. Go to the FSA Portal and click Administer the FSA.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click Start Operational 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.

You will have 60 minutes to complete this test session.

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.

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).

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

Today, you are going to take Session 2 of Grade ___ FSA Mathematics. Remove all materials from your desk except your (Grade ___ FSA Mathematics Reference Sheet,) (calculator,) pen or pencil, and your work folder.

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

You will have 60 minutes to complete this test session.

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.

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).

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.
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.

Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s *(reference sheet,)* *(calculator,)* computer screen, device, or work folder
- allow another student to look at your *(reference sheet,)* *(calculator,)* computer screen, device, or work folder
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your work folder *(or reference sheet)*
- have any electronic or recording devices, other than the device on which you are testing *(and your calculator),* in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

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

*I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.*

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

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

Back on the testing site you will see a screen that says **Your Tests**. Click the arrow to the left of **Resume Grade ____ FSA Mathematics** 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.

If you are administering this test to students who are using the text-to-speech accommodation,

| SAY | Now you will see a screen that allows you to verify the text-to-speech tool functionality. Click the large speaker icon and listen to the audio. If you are able to hear the text-to-speech audio, click I heard the voice. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. Click Continue. If you are not able to hear the audio, please raise your hand. |

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have completed the text-to-speech setup,

| SAY | Now, on the Help Guide and Test Settings 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 Help Guide and Test Settings 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 Help Guide and Test Settings screen. Do not click Begin Test Now until I tell you to do so. |

In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.

| SAY | Today you will complete Session 2, which contains items (For Grade 7 SAY: 23 through 44) (For Grade 8 SAY: 23 through 44). 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 Grade ___ FSA Mathematics Reference Sheet for students to use,

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

Answer all questions.

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you have finished this session, review your work carefully and make sure you have answered every question. Do not end your session until you are instructed to do so. After you have checked your work, sit quietly until I tell you that this session has ended.</td>
</tr>
<tr>
<td>Please raise your hand if you have any questions.</td>
</tr>
</tbody>
</table>

Answer all questions.

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 <em>(reference sheet,)</em> <em>(calculator,)</em> 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.</td>
</tr>
<tr>
<td>You have 60 minutes to complete this test session. I’ll remind you when there are 10 minutes left in the session.</td>
</tr>
<tr>
<td>Now, click <strong>Begin Test Now</strong> and begin working.</td>
</tr>
</tbody>
</table>

Complete the following:

<table>
<thead>
<tr>
<th>STARTING time:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Add 50 minutes:</td>
<td>+50 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 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 50 minutes from the STARTING time,

**SAY** You have 10 minutes to finish Session 2.

After 10 more minutes,

**SAY** Stop. Make sure you are on the review screen.

Based on instructions from your school assessment coordinator, students will either take a short stretch break prior to beginning Session 3 or they will take an extended break (e.g., for lunch) between sessions. **Read the appropriate instructions below based on whether the students in your room will take a short break or an extended break.**

**If students will take a short break:**

| SAY | Click Go to Session 3 and click Yes on the pop-up window.  
Now, take a short stretch break before I approve your tests to begin Session 3.  
You may stand and stretch, but do not talk to one another. |
|-----|---------------------------------------------------------------|

Verify that all students end the session correctly. Students should see a “Waiting for Session Approval” message on their screens. Provide students with a short stretch break before Session 3. You are responsible for maintaining the security of the test during the break between sessions.

Now, turn to page 99 for the Grades 7–8 FSA Mathematics script for students who are returning from a short break to begin Session 3.

**If students will take an extended break:**

| SAY | Pause your test by clicking the Pause button. I will collect your (reference sheet,) (calculator,) work folder and test ticket.  
Students will be returned to the login screen once they pause their tests. Collect (reference sheets, calculators,) work folders and test tickets.  
Once all students have paused their tests, end Session 2 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.  
Provide students with an extended break before Session 3 based on instructions from your school assessment coordinator. You are responsible for maintaining the security of the test during the break between sessions. All test materials should be collected, verified, and placed in locked storage until testing resumes. |
|-----|------------------------------------------------------------------|

All test materials should be collected, verified, and placed in locked storage until testing resumes.
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. Place all test materials in locked storage until the beginning of Session 3.

Turn to page 104 for the Grades 7–8 FSA Mathematics script for students who are returning from an extended break when you are ready to begin Session 3.
Script for Administering Accommodated Computer-Based Grades 7–8 Mathematics

Session 3
(Following a Short Break)

60 Minutes

The following script should be used for students participating in Session 3 of the Grades 7–8 Mathematics assessments using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

This script should be used to administer Session 3 of Grades 7–8 FSA Mathematics to students who have returned from a short stretch break after completing Session 2. If you are testing students who are returning from an extended break, follow the script beginning on page 104.

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.

This test session is 60 minutes. Display starting and stopping times as instructed in the script.

During this test session, remember the following:

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

• Ensure that all students in your testing room have completed Sessions 1 and 2. If any students have not completed Sessions 1 and 2, contact your school assessment coordinator.

• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, 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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.

Before Reading This Script

1. Ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

2. Ensure that the Electronic Devices sign and Session 3 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

3. 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.

4. Prior to resuming testing, ensure that students have the following:
   • A pen or pencil
   • A work folder (Students will use the same work folders for Session 2 and Session 3.)
   • A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided only if your school is allowing their use.)
   • Grade 7 or Grade 8 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 3 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Sessions 1 and 2, then make sure that each student receives the same reference sheet that he or she used during Sessions 1 and 2.)

5. If any students are taking the test with the text-to-speech accommodation, ensure that they have headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

When the short break between Session 2 and Session 3 is over, instruct students to return to their seats. Once they have done so,

Now, you are going to take Session 3 of Grade ___ FSA Mathematics. The only materials on your desk should be your (Grade ___ FSA Mathematics Reference Sheet,) (calculator,) pen or pencil, test ticket, and your work folder.

You will have 60 minutes to complete this test session.

Remember that 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. (If you feel like you will run out of space to work in your work folder, raise your hand and I will provide you with an additional work folder.)

(You may also reference your Grade ___ FSA Mathematics Reference Sheet at any time during this test session. I will collect your reference sheet with your work folder at the end of this test session.)
Remember that 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.**

Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment that you signed before taking Session 2. The testing rules that I read to you during Session 2 still apply for Session 3.

Session 3 contains items *(For Grade 7 SAY: 45 through 66) (For Grade 8 SAY: 45 through 66).* 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 you have any questions, raise your hand.

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 60 minutes to complete this test session. I’ll remind you when there are 10 minutes left in the session.

Now, sit quietly while I approve your tests.

Students who correctly exited Session 2 will appear in the TA Interface awaiting Exit Session approval. To approve students to move in to Session 3, select the Approvals button in the TA Interface 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.

If students clicked **Pause** instead of **Go to Session 3** at the end of Session 2, you will need to instruct those students to log in to the test again. See the script for administering Session 3 after an extended break beginning on page 104 for instructions on how to log in students who clicked **Pause** at the end of Session 2 in to Session 3.

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

SAY  You may now begin working.

Complete the following:

| STARTING time: | ___________ |
| Add 50 minutes: | +50 minutes |
| Time for 10-minute reminder: | ___________ |
| Add 10 minutes: | +10 minutes |
| STOPPING time: | ___________ |

Display the STARTING and STOPPING times for students.

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 50 minutes from the STARTING time,

**SAY** You have 10 minutes to finish Session 3.

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.)

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 (reference sheets, calculators,) work folders and test tickets.

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 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 168 of the Spring 2020 FSA CBT Manual.
Script for Administering Accommodated Computer-Based Grades 7–8 Mathematics

Session 3
(Following an Extended Break)
60 Minutes

The following script should be used for students participating in Session 3 of the Grades 7–8 Mathematics assessments using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

This script should be used to administer Session 3 of Grades 7–8 FSA Mathematics to students who have returned from an extended break after completing Session 2. If you are testing students who are returning from a short break, follow the script beginning on page 99.

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.

This test session is 60 minutes. Display starting and stopping times as instructed in the script.

During this test session, remember the following:

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

• Ensure that all students in your testing room have completed Sessions 1 and 2. If any students have not completed Sessions 1 and 2, contact your school assessment coordinator.

• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, 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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.

Before Reading This Script

1. Before students return from their extended break after completing Session 2, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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

3. Collect all test materials from locked storage.

4. Ensure that the Electronic Devices sign and **Session 3** sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

5. 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.

6. Prior to testing, ensure that students have the following:
   • A pen or pencil
   • A work folder (Students will use the same work folders for Session 2 and Session 3.)
   • A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided **only** if your school is allowing their use.)
   • **Grade 7 or Grade 8 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 3 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Sessions 1 and 2, then make sure that each student receives the same reference sheet that he or she used during Sessions 1 and 2.)

7. If any students are taking the test with the text-to-speech accommodation, ensure that they have headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

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

9. 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 FSA Portal and click Administer the FSA.
2. Log in to the TA Interface with your username and password.
3. Select the test you will be administering and then click Start Operational 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

Now, you are going to take Session 3 of Grade ___ FSA Mathematics. Remove all materials from your desk except your (Grade ___ FSA Mathematics Reference Sheet, calculator, pen or pencil, and your work folder.

You will have 60 minutes to complete this test session.

Remember that 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. (If you feel like you will run out of space to work in your work folder, raise your hand and I will provide you with an additional work folder.)

(You may also reference your Grade ___ FSA Mathematics Reference Sheet at any time during this test session. I will collect your reference sheet with your work folder at the end of this test session.)

Remember that 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, 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

Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment that you signed before taking Session 2. The testing rules that I read to you during Session 2 still apply for Session 3.

Session 3 contains items (For Grade 7 SAY: 45 through 66) (For Grade 8 SAY: 45 through 66). 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 you have any questions, raise your hand.

Answer all questions.

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.

Back on the testing site you will see a screen that says Your Tests. Click the arrow to the left of Resume Grade ___ FSA Mathematics 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.
If you are administering this test to students who are using the text-to-speech accommodation,

| SAY | Now you will see a screen that allows you to verify the text-to-speech tool functionality. Click the large speaker icon and listen to the audio. If you are able to hear the text-to-speech audio, click I heard the voice. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. Click Continue. If you are not able to hear the audio, please raise your hand. |

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have completed the text-to-speech setup,

| SAY | Now, on the Help Guide and Test Settings 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 Help Guide and Test Settings 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 Help Guide and Test Settings screen. Do not click Begin Test Now until I tell you to do so. |

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
Script for Administering Accommodated Computer-Based Grades 7–8 Mathematics—Session 3 (Extended Break)

**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 60 minutes to complete this test session. I’ll remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and navigate to the review screen if you are not already on that screen. Click **Go to Session 3** and then click **Yes** on the pop-up window.

Now, sit quietly while I approve your tests.

Students who correctly exited Session 2 will appear in the TA Interface awaiting Exit Session approval. To approve students to move in to Session 3, select the Approvals button in the TA Interface 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 are awaiting approval, approve the students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

**SAY** You may now begin working.
Complete the following:

| STARTING time: | time
|----------------|------|
| Add 50 minutes: | +50 minutes
| Time for 10-minute reminder: | time
| Add 10 minutes: | +10 minutes
| STOPPING time: | 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 50 minutes from the STARTING time,

SAY You have 10 minutes to finish Session 3.

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.)

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 (reference sheets, calculators,) work folders and test tickets.

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 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 168 of the Spring 2020 FSA CBT Manual.
Script for Administering the Accommodated Computer-Based Algebra 1 EOC/Algebra 1 Retake EOC Assessment

Session 1
90+ Minutes

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

The following script should be used for students participating in Session 1 of the Algebra 1 EOC assessment using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

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.

This script is used to administer the Algebra 1 EOC assessment and the Algebra 1 Retake EOC assessment. Please note that “Retake” is italicized and in parentheses and should be read to students only if applicable.

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 taking this test for the first time have participated in a practice test with the same accommodations they will use on this test. If any students have not completed a practice test, 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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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. Display the stopping time for this session where it is visible to all students. Contact your school assessment coordinator if you have not already received timing information for Session 1.

6. Prior to testing, ensure that students have the following:
   • A pen or pencil
   • A 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. Check that all students have been assigned the correct accommodation in TIDE (e.g., masking, text-to-speech).

8. If any students are taking this test with the text-to-speech accommodation, ensure that they have headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

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 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.

![](image)

**Create a Test Session**

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

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

**SAY**

Today, you are going to take Session 1 of the FSA Algebra 1 EOC (Algebra 1 Retake 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 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.)*

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).

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

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, look at the login screen. If you do not see this screen, raise your hand.</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>SAY</th>
<th>Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.</th>
</tr>
</thead>
</table>

Distribute the test tickets.

<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-___<strong><strong>-</strong></strong>. 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.

| SAY | Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:  
- talk to other students or make any disturbance  
- look at another student’s *(reference sheet,)* computer screen, device, or work folder  
- allow another student to look at your *(reference sheet,)* computer screen, device, or work folder  
- ask for help answering any test questions  
- give help to another student in answering test questions  
- have notes or scratch paper other than your work folder *(or reference sheet)*  
- have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them  
- fail to follow any other instructions given  

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram. Are there any questions? |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Answer all questions.
Script for Administering the Accommodated Computer-Based Algebra 1 EOC/Algebra 1 Retake EOC Assessment—Session 1

**SAY**

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

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

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

**SAY**

Back on the testing site you will see a screen that says *Your Tests*. Click the arrow to the left of *Start FSA Algebra 1 EOC (Algebra 1 Retake 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*.

**If you are administering this test to students who are using the text-to-speech accommodation,**

**SAY**

Now you will see a screen that allows you to verify the text-to-speech tool functionality.

Click the large speaker icon and listen to the audio.

If you are able to hear the text-to-speech audio, click *I heard the voice*. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. Click *Continue*. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have completed the text-to-speech setup,

**SAY**

Now, on the *Help Guide and Test Settings* 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 Help Guide and Test Settings 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 Help Guide and Test Settings 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.

First, we will review the accessibility tools that are available to students with certain accommodations. Do not select any buttons at this time.

Read the appropriate instructions below and on the following page for the accommodations you are administering.

**Masking**

**SAY**

If you will take this test using **Masking** as an accommodation, then listen as I describe this tool.

The Masking tool allows you to hide portions of the screen. To access the Masking tool within an item, click the button labeled **Masking** in the upper-right corner of your screen. The button has a picture of a shaded square on it. When you have turned the Masking tool on, the button will turn orange.

To mask a portion of the screen, click the left mouse button and drag until the gray square covers the portion of the screen that you would like to mask. Then, release the mouse button. The area will be masked.

To remove the masking, click the close button in the upper-right corner of the masked area. The close button is a circle with an X in the center.

To turn off the Masking tool, click the **Masking** button again. The button will revert to its original color.

Are there any questions?

Answer all questions.
Script for Administering the Accommodated Computer-Based Algebra 1 EOC/Algebra 1 Retake EOC Assessment—Session 1

Text-to-Speech

SAY If you will take this test using Text-to-Speech as an accommodation, then listen as I describe this tool.

To access the text-to-speech tool, click the three horizontal lines above the response area to open the context menu.

Click Speak Question to have the question and answer options read aloud.

To have the voice read a single answer option, open the context menu and select Speak Option. You will then click the option you would like to have read aloud. You can also have an answer option read aloud by right-clicking on that answer option and selecting Speak Option.

If you wish to hear only a portion of an item, select the text you wish to have read aloud, and then open the context menu. Click Speak Selection to have the selected text read aloud.

To pause the voice while it is speaking, select the context menu again. Click Pause Speaking. To restart the voice from the point at which you paused, click Resume Speaking.

To stop the voice while it is speaking, select the context menu. Click Stop Speaking. To hear the question again from the beginning after you have stopped the voice, select the context menu and click Speak Question again.

Are there any questions?

Answer all questions.

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, and 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 **End Session** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions. |

**OR**

**Option B**

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

**OR**

**Option C**

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

Answer all questions.

| SAY | If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your *(reference sheet,)* work folder and test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone. You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I’ll remind you when there are 10 minutes left in the session. Now, click **Begin Test Now** and begin working. |
Complete the following:

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

Display the STARTING and STOPPING times for students.

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,)* 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’ll let you know when there are 10 minutes left.  
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 **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. Raise your hand and I will collect your *(reference sheet,)* work folder and test ticket.

Students will be returned to the login screen once they pause their tests. Collect *(reference sheets,)* work folders and test tickets.
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’ll 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 End Session at the bottom of the screen and then selecting Yes on the pop-up message. I will collect your (reference sheet,) work folder and test ticket.
```

Students will be returned to the login screen once they pause their tests. Collect (reference sheets,) work folders and test tickets.

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

4. Return all materials to your school assessment coordinator until the beginning of Session 2.
Script for Administering the Accommodated Computer-Based Algebra 1 EOC/Algebra 1 Retake EOC Assessment—Session 2

The following script should be used for students participating in Session 2 of the Algebra 1 EOC assessment using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

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.

This script is used to administer the Algebra 1 EOC assessment and the Algebra 1 Retake EOC assessment. Please note that “Retake” is italicized and in parentheses and should be read to students only if applicable.

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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.

### Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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. Display the stopping time for this session where it is visible to all students. **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 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. If any students are taking the test with the text-to-speech accommodation, ensure that they have headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

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

### Create a Test Session

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

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

| SAY             | Today, you are going to take Session 2 of the FSA Algebra 1 EOC (**Algebra 1 Retake EOC**) test. Remove all materials from your desk except your (**Algebra 1 EOC FSA Mathematics Reference Sheet,**) **(calculator,)** pen or pencil, and your work folder.  
**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.  
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). |
---|---
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** Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s (reference sheet,) (calculator,) computer screen, device, or work folder
- allow another student to look at your (reference sheet,) (calculator,) computer screen, device, or work folder
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your work folder (or reference sheet)
- have any electronic or recording devices, other than the device on which you are testing (and your calculator), in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.
### Script for Administering the Accommodated Computer-Based Algebra 1 EOC/Algebra 1 Retake EOC Assessment—Session 2

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

<table>
<thead>
<tr>
<th><strong>I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.</strong></th>
</tr>
</thead>
</table>

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

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

**SAY** Back on the testing site you will see a screen that says *Your Tests*. Click the arrow to the left of *Resume FSA Algebra 1 EOC (Algebra 1 Retake EOC)* to proceed.

<table>
<thead>
<tr>
<th><strong>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.</strong></th>
</tr>
</thead>
</table>

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**.

### If you are administering this test to students who are using the text-to-speech accommodation,

**SAY** Now you will see a screen that allows you to verify the text-to-speech tool functionality.

- Click the large speaker icon and listen to the audio.
- If you are able to hear the text-to-speech audio, click **I heard the voice**. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. Click **Continue**. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have completed the text-to-speech setup,

**SAY** Now, on the **Help Guide and Test Settings** 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 **Help Guide and Test Settings** 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 Help Guide and Test Settings 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,

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

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

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

<table>
<thead>
<tr>
<th>SAY</th>
<th>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 <strong>End Test</strong> 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.</th>
</tr>
</thead>
</table>

Answer all questions.

<table>
<thead>
<tr>
<th>SAY</th>
<th>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’ll remind you when there are 10 minutes left in the session. Now, click <strong>Begin Test Now</strong> and begin working.</th>
</tr>
</thead>
</table>

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’ll let you know when there are 10 minutes left. 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.*)

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 (reference sheets, calculators,) work folders and test tickets.

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’ll 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.*)
SAY: 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 (reference sheets, calculators,) work folders and test tickets.

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 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 168 of the Spring 2020 FSA CBT Manual.
Script for Administering the Accommodated Computer-Based Geometry EOC Assessment

**Session 1**

90+ Minutes

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

The following script should be used for students participating in Session 1 of the Geometry EOC assessment using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

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 taking this test for the first time have participated in a practice test with the same accommodations they will use on this test. If any students have not completed a practice test, 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.
Script for Administering the Accommodated Computer-Based Geometry EOC Assessment—Session 1

• 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, including the new standardization policies described on page 30 of the Spring 2020 FSA CBT Manual.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the Spring 2020 FSA CBT Manual.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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. Display the stopping time for this session where it is visible to all students. **Contact your school assessment coordinator if you have not already received timing information for Session 1.**

6. Prior to testing, ensure that students have the following:
   • A pen or pencil
   • A 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. Check that all students have been assigned the correct accommodation in TIDE (e.g., masking, text-to-speech).

8. If any students are taking the test with the text-to-speech accommodation, ensure that they have headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

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 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.
Script for Administering the Accommodated Computer-Based Geometry EOC Assessment—Session 1

Create a Test Session

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

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

SAY Today, you are going to take Session 1 of the FSA 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 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.)

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).

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 Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s (reference sheet,) computer screen, device, or work folder
- allow another student to look at your (reference sheet,) computer screen, device, or work folder
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your work folder (or reference sheet)
- have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

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

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

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

SAY Back on the testing site you will see a screen that says Your Tests. Click the arrow to the left of Start FSA 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**.

**If you are administering this test to students who are using the text-to-speech accommodation,**

Now you will see a screen that allows you to verify the text-to-speech tool functionality.

Click the large speaker icon and listen to the audio.

If you are able to hear the text-to-speech audio, click **I heard the voice**. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. Click **Continue**. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have completed the text-to-speech setup,

Now, on the *Help Guide and Test Settings* 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 *Help Guide and Test Settings* 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 Help Guide and Test Settings 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.

First, we will review the accessibility tools that are available to students with certain accommodations. Do not select any buttons at this time.

Read the appropriate instructions below and on the following page for the accommodations you are administering.

### Masking

<table>
<thead>
<tr>
<th>SAY</th>
<th>If you will take this test using Masking as an accommodation, then listen as I describe this tool.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Masking tool allows you to hide portions of the screen. To access the Masking tool within an item, click the button labeled Masking in the upper-right corner of your screen. The button has a picture of a shaded square on it. When you have turned the Masking tool on, the button will turn orange.</td>
</tr>
<tr>
<td></td>
<td>To mask a portion of the screen, click the left mouse button and drag until the gray square covers the portion of the screen that you would like to mask. Then, release the mouse button. The area will be masked.</td>
</tr>
<tr>
<td></td>
<td>To remove the masking, click the close button in the upper-right corner of the masked area. The close button is a circle with an X in the center.</td>
</tr>
<tr>
<td></td>
<td>To turn off the Masking tool, click the Masking button again. The button will revert to its original color.</td>
</tr>
</tbody>
</table>

Are there any questions?

Answer all questions.

### Text-to-Speech

<table>
<thead>
<tr>
<th>SAY</th>
<th>If you will take this test using Text-to-Speech as an accommodation, then listen as I describe this tool.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To access the text-to-speech tool, click the three horizontal lines above the response area to open the context menu.</td>
</tr>
<tr>
<td></td>
<td>Click Speak Question to have the question and answer options read aloud.</td>
</tr>
<tr>
<td></td>
<td>To have the voice read a single answer option, open the context menu and select Speak Option. You will then click the option you would like to have read aloud. You can also have an answer option read aloud by right-clicking on that answer option and selecting Speak Option.</td>
</tr>
</tbody>
</table>
If your school provided paper copies of the *Geometry EOC FSA Mathematics Reference Sheet* for students to use,

<table>
<thead>
<tr>
<th>SAY</th>
<th>If you wish to hear only a portion of an item, select the text you wish to have read aloud, and then open the context menu. Click <strong>Speak Selection</strong> to have the selected text read aloud.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To pause the voice while it is speaking, select the context menu again. Click <strong>Pause Speaking</strong>. To restart the voice from the point at which you paused, click <strong>Resume Speaking</strong>.</td>
</tr>
<tr>
<td></td>
<td>To stop the voice while it is speaking, select the context menu. Click <strong>Stop Speaking</strong>. To hear the question again from the beginning after you have stopped the voice, select the context menu and click <strong>Speak Question</strong> again.</td>
</tr>
<tr>
<td></td>
<td>Are there any questions?</td>
</tr>
</tbody>
</table>

Answer all questions.

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

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, look at the top of your paper reference sheet. It should say <em>Geometry EOC FSA Mathematics Reference Sheet</em>. 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pause, and 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.</td>
</tr>
<tr>
<td></td>
<td>Write your first and last names in the upper-right corner of the reference sheet now. <em>(Pause.)</em></td>
</tr>
<tr>
<td></td>
<td>This is considered a secure document and must be returned with your work folder.</td>
</tr>
<tr>
<td></td>
<td>Please raise your hand if you have any questions.</td>
</tr>
</tbody>
</table>

Answer all questions.

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

**Option A**

<table>
<thead>
<tr>
<th>SAY</th>
<th>When you have finished this session, review your work carefully and make sure you have answered every question. Do not click <strong>End Session</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Please raise your hand if you have any questions.</td>
</tr>
</tbody>
</table>

**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 Session** on the review screen and raise your hand. I will collect your (reference sheet,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

Option C

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

Please raise your hand if you have any questions.

Answer all questions.

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

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

Now, click **Begin Test Now** and begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.
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,

<table>
<thead>
<tr>
<th>SAY</th>
<th>Stop. You may stand and stretch, but do not talk or look at another student’s <em>(reference sheet,)</em> computer screen, device, or work folder.</th>
</tr>
</thead>
</table>

After a short break,

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, be seated. You still have 45 minutes to complete this session, and I’ll let you know when there are 10 minutes left.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Make sure you are on the screen where you left off. You may now continue working.</td>
</tr>
</tbody>
</table>

After 35 minutes,

<table>
<thead>
<tr>
<th>SAY</th>
<th>There are 10 minutes left in the 90-minute test session.</th>
</tr>
</thead>
</table>

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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If you have finished working, make sure you are on the review screen and pause your test by clicking <strong>End Session</strong> at the bottom of the screen and then selecting <strong>Yes</strong> on the pop-up message.</td>
</tr>
<tr>
<td></td>
<td>Raise your hand and I will collect your <em>(reference sheet,)</em> work folder and test ticket.</td>
</tr>
</tbody>
</table>

Students will be returned to the login screen once they pause their tests. Collect *(reference sheets,)* work folders and test tickets.

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,

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, we will continue testing. You have until ______ to continue working, and I’ll let you know when there are 10 minutes left.</th>
</tr>
</thead>
</table>
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 **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. I will collect your (reference sheet,) work folder and test ticket.

Students will be returned to the login screen once they pause their tests. Collect (reference sheets,) work folders and test tickets.

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

4. Return all materials to your school assessment coordinator until the beginning of Session 2.
Script for Administering the
Accommodated Computer-Based
Geometry EOC Assessment

Session 2
90+ Minutes

The following script should be used for students participating in Session 2 of the Geometry EOC assessment using CBT accommodations. If you are administering a computer-based test without accommodations, see the Spring 2020 FSA CBT Manual. If you are administering an accommodated paper-based assessment, use the scripts and instructions located on the FSA Portal.

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.

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, including the new standardization policies described on page 30 of the *Spring 2020 FSA CBT Manual*.

**Before Reading This Script**

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20 of the *Spring 2020 FSA CBT Manual*.

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. (Perforated signs are available in Appendix E of the Spring 2020 FSA CBT Manual.)

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. Display the stopping time for this session where it is visible to all students. **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 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. If any students are taking the test with the text-to-speech accommodation, ensure that they have headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.

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

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

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

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

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.

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).

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.
**Script for Administering the Accommodated Computer-Based Geometry EOC Assessment—Session 2**

| 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 | Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:  
• talk to other students or make any disturbance  
• look at another student’s *(reference sheet,)* *(calculator,)* computer screen, device, or work folder  
• allow another student to look at your *(reference sheet,)* *(calculator,)* computer screen, device, or work folder  
• ask for help answering any test questions  
• give help to another student in answering test questions  
• have notes or scratch paper other than your work folder *(or reference sheet)*  
• have any electronic or recording devices, other than the device on which you are testing *(and your calculator),* in your possession at any time, including breaks, even if you do not use them  
• fail to follow any other instructions given  
Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.  
Are there any questions? |
| Answer all questions. |
| SAY | Now, read silently as I read the Testing Rules Acknowledgment out loud.  
**I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.**  
Now, sign your name on the line next to Signature to indicate that you understand the testing rules.  
Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator. |
| SAY | Back on the testing site you will see a screen that says **Your Tests.** Click the arrow to the left of **Resume FSA 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.

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**.

**If you are administering this test to students who are using the text-to-speech accommodation,**

Now you will see a screen that allows you to verify the text-to-speech tool functionality.

Click the large speaker icon and listen to the audio.

If you are able to hear the text-to-speech audio, click **I heard the voice**. A green tab with a checkmark will appear in the upper-right corner of the Text-to-Speech Sound Check section. Click **Continue**. If you are not able to hear the audio, please raise your hand.

Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have completed the text-to-speech setup,

Now, on the *Help Guide and Test Settings* 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 *Help Guide and Test Settings* 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 *Help Guide and Test Settings* screen.

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

[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’ll remind you when there are 10 minutes left in the session.

Now, click Begin Test Now and begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.

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’ll let you know when there are 10 minutes left. 
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.)**

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 (reference sheets, calculators,) work folders and test tickets.

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’ll 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.)**
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 (reference sheets, calculators,) work folders and test tickets.

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 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 168 of the Spring 2020 FSA CBT Manual.
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