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

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

**Introduction**..................................................................................................................................................1

**Scripts for Administering the Accommodated Paper-Based FSA ELA Writing Assessments** ..............2
- Grades 7–10 ELA Writing .................................................................................................................................2
- ELA Writing Retake .............................................................................................................................................8

**Scripts for Administering the Accommodated Paper-Based FSA ELA Reading Assessments** ............15
- Grades 7–8 ELA Reading Session 1 ....................................................................................................................15
- Grades 7–8 ELA Reading Session 2 ....................................................................................................................22
- Grades 9–10 ELA Reading Session 1 ..................................................................................................................28
- Grades 9–10 ELA Reading Session 2 ..................................................................................................................35
- ELA Reading Retake Session 1 .........................................................................................................................41
- ELA Reading Retake Session 2 .........................................................................................................................48

**Scripts for Administering the Accommodated Paper-Based FSA Mathematics Assessments** ............55
- Grades 7–8 Mathematics Session 1 ...................................................................................................................55
- Grades 7–8 Mathematics Session 2 ...................................................................................................................62
- Grades 7–8 Mathematics Session 3 ...................................................................................................................68

**Scripts for Administering the Accommodated Paper-Based FSA EOC Assessments** .........................74
- Algebra 1 EOC/Algebra 1 Retake EOC Assessment Session 1 ......................................................................74
- Algebra 1 EOC/Algebra 1 Retake EOC Assessment Session 2 ......................................................................82
- Geometry EOC Assessment Session 1 ..............................................................................................................89
- Geometry EOC Assessment Session 2 ..............................................................................................................97

**Large Print Test Administrator Instructions** .............................................................................................104

**One-Item-Per-Page Test Administrator Instructions** ...............................................................................107

**Instructions for Oral Presentation Accommodations** ..............................................................................110

**Directions for Returning Typed FSA ELA Writing Responses** .................................................................120
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, and End-of-Course (EOC) assessments to students who require accommodated paper-based tests (regular print, large print, one-item-per-page). Test administrators (TAs) are responsible for reading the Test Administration Policies and Procedures, Test Security Policies and Procedures, Test Invalidation Policies and Procedures sections, the Test Administrator Responsibilities sections, and the appropriate appendices of the Spring 2020 FSA Paper-Based Test Administration Manual (Spring 2020 FSA PBT Manual). Test administrators are also responsible for reading the 2019–2020 Statewide Assessments Accommodations Guide.

Test administrators who are administering assessments to students using large print or one-item-per-page accommodations must refer to the appropriate Test Administrator Instructions in this document for each special document type. Scripts and instructions for administering braille accommodations are included with braille test materials and are available on the FSA Portal. Scripts and instructions for administering computer-based accommodations (e.g., masking, text-to-speech, closed captioning) are available on the portal (www.FSAAssessments.org).
Script for Administering Accommodated Paper-Based Grades 7–10 ELA Writing

120 Minutes

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

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test.
2. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.

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

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 No. 2 pencil.

6. Provide each student with a planning sheet. Ensure that you have a copy of the sample planning sheet (available on the FSA Portal) to display for students when instructed in the script.

```
SAY Today, you are going to take the Grade ___ FSA ELA Writing test. Remove all materials from your desk except your No. 2 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 at your desk, in your pockets, or anywhere you can reach them at any time during this test, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, 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).

Distribute the Grade ___ ELA Writing test and answer books.

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

**After distributing test and answer books,**

```
SAY The only things on your desk should be your No. 2 pencil, your planning sheet, and your ELA Writing test and answer book. Do not open your book.

Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.
```

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

```
SAY Now, look at the box in the upper left corner of your test and answer book.

Print your first and last names next to Student Name.

Print your date of birth next to Date of Birth.

Print _________________________ (name of the school) next to School Name.

Print _________________________ (name of the district) next to District Name.

Print _________________________ (today’s date) next to Today’s Date.
```
The fields in the upper left corner of the test and answer book must be completed by each student even when a student PreID label is affixed.

Once students have completed this information,

**SAY**  Now, look at the box labeled Test Group Code. Write the test group code ______ in the boxes, and grid the corresponding bubbles.

Wait until students have finished.

**SAY**  Find the plastic tab on the right side of your book. Carefully pull the tab out and down. Do not remove any remaining pieces of the tab.

Make sure that all students pull the tabs correctly. If a student tears his or her book, contact your school assessment coordinator.

**SAY**  Next, open your test and answer book to page 2. 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. Do not read any of the test passages or the prompt at this time.

If you see any problems, raise your hand. If not, close the book and sit quietly.

Wait until all students finish. If no defective books are found, continue to the next SAY box. If a defective book is found, contact your school assessment coordinator to obtain a replacement, and add the new security number to your required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator so that a new PreID label is printed and applied to the test and answer book. Set the defective book aside, grid the DNS bubble, and return it with all other NOT TO BE SCORED materials.

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

**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 will write. It is important to use the planning sheet to plan what you will write, but make sure that you allow enough time to complete your response in your test and answer book. The writing on your planning sheet will not be scored. Only the response you write in your test and answer book will be scored.

Now, open your test and answer book again 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 test and answer book or planning sheet
- allow another student to look at your test and answer book 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
- have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given
Because the content in all statewide assessments is secure, you may not discuss or reveal details about the passages or prompt 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 in your test and answer book 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.

Now, turn to the lined pages in your test and answer book. You have three lined pages to write your response, and you may not write outside of the boxes or ask for extra paper. Only the response you write on these pages will be scored.

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.

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.

Please raise your hand if you have any questions.

Answer all questions.

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

Now, turn to page 4 in your test and answer book and begin working.
Complete the following:

<table>
<thead>
<tr>
<th>STARTING time:</th>
<th>Add 60 minutes: +60 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to call a break:</td>
<td>TIME TESTING RESUMES:</td>
</tr>
<tr>
<td>Add 50 minutes:</td>
<td>Time for 10-minute reminder:</td>
</tr>
<tr>
<td>Add 10 minutes:</td>
<td>STOPPING time:</td>
</tr>
</tbody>
</table>

Display the STARTING and STOPPING times for students.

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 60 minutes from the STARTING time,

SAY **Stop.** Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. You may stand and stretch, but do not talk.

After a short break,

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

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

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.** Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. Do not place your planning sheet inside your test and answer book.

Collect all test materials.

Complete the following steps:

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

2. Keep planning sheets in a separate stack and, if necessary, remove any stray planning sheets from test and answer books.
3. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

4. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.

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

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

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

6. If a student provides a typed response, see the *Directions for Returning Typed FSA ELA Writing Responses* on pages 120–121.

7. Return all materials to your school assessment coordinator as described on page 105 of the Spring 2020 FSA PBT Manual.
Script for Administering the Accommodated Paper-Based ELA Writing Retake

120+ Minutes

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

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test.

2. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.

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

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. 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 No. 2 pencil.

7. Provide each student with a planning sheet. Ensure that you have a copy of the sample planning sheet (available on the FSA Portal) to display for students when instructed in the script.

---

**SAY**

Today, you are going to take the FSA ELA Writing Retake. Remove all materials from your desk except your No. 2 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 at your desk, in your pockets, or anywhere you can reach them at any time during this test, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, 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).

Distribute the FSA ELA Writing Retake test and answer books.

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

**After distributing test and answer books,**

**SAY**

The only things on your desk should be your No. 2 pencil, your planning sheet, and your FSA ELA Writing Retake test and answer book. Do not open your book.

Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.
If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.

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

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

Once students have completed this information,

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, look at the box labeled <strong>Test Group Code</strong>. Write the test group code _____ in the boxes, and grid the corresponding bubbles.</th>
</tr>
</thead>
</table>

Wait until students have finished.

<table>
<thead>
<tr>
<th>SAY</th>
<th>Find the plastic tab on the right side of your book. Carefully pull the tab <strong>out</strong> and <strong>down</strong>. Do not remove any remaining pieces of the tab.</th>
</tr>
</thead>
</table>

Make sure that all students pull the tabs correctly. If a student tears his or her book, contact your school assessment coordinator.

<table>
<thead>
<tr>
<th>SAY</th>
<th>Next, open your test and answer book to page 2. 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. Do not read any of the test passages or the prompt at this time. If you see any problems, raise your hand. If not, close the book and sit quietly.</th>
</tr>
</thead>
</table>

**Wait until all students finish. If no defective books are found, continue to the next SAY box.** If a defective book is found, contact your school assessment coordinator to obtain a replacement, and add the new security number to your required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator so that a new PreID label is printed and applied to the test and answer book. Set the defective book aside, grid the DNS bubble, and return it with all other NOT TO BE SCORED materials.

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

<table>
<thead>
<tr>
<th>SAY</th>
<th>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 (<strong>prewrite, cluster, map, or web</strong>) what you will write. It is important to use the planning sheet to plan what you will write, but make sure that you allow enough time to complete your response in your test and answer book. The writing on your planning sheet will <strong>not</strong> be scored. Only the response you write in your test and answer book will be scored.</th>
</tr>
</thead>
</table>

---

10  
Spring 2020 Scripts and Instructions for Administering Accommodated Paper-Based FSA Assessments
Now, open your test and answer book again 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 test and answer book or planning sheet
- allow another student to look at your test and answer book 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
- have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the passages or prompt 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 in your test and answer book 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.

Now, turn to the lined pages in your test and answer book. You have three lined pages to write your response, and you may not write outside of the boxes or ask for extra paper. Only the response you write on these pages will be scored.

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.

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.

Please raise your hand if you have any questions.

Answer all questions.
Script for Administering the Accommodated Paper-Based ELA Writing Retake

SAY You have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes. After 120 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the test.
Now, turn to page 4 in your test and answer book and begin working.

Complete the following:

<table>
<thead>
<tr>
<th>STARTING time:</th>
<th>Add 60 minutes:</th>
<th>Time to call a break:</th>
<th>TIME TESTING RESUMES:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add 60 minutes: +60 minutes

Time to call a break: ________

TIME TESTING RESUMES: ________

Add 50 minutes: +50 minutes

Time for 10-minute reminder: ________

Add 10 minutes: +10 minutes

STOPPING time: ________

Display the STARTING and STOPPING times for students.

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 60 minutes from the STARTING time,

SAY Stop. Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. You may stand and stretch, but do not talk.

After a short break,

SAY Now, be seated. You still have 60 minutes to complete the test, and I will let you know when there are 10 minutes left. As a reminder, the writing on your planning sheet will not be scored. Only the response in your test and answer book will be scored.
Make sure you are on the page where you left off. You may now continue working.

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

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

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

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, we will continue testing. You have until ___ to continue working, and I will let you know when there are 10 minutes left.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Now, open your test and answer book and continue working.</td>
</tr>
</tbody>
</table>

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.** Put your pencil down and close your test and answer book. Place your planning sheet under your test and answer book. Do not place your planning sheet inside your test and answer book. |

Collect all test materials.

Complete the following steps:

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

2. Keep planning sheets in a separate stack and, if necessary, remove any stray planning sheets from test and answer books.

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

4. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.

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

**For ESE/504 students:**
- 1-FP = Flexible Presentation
- 1-FR = Flexible Responding
- 1-FSC = Flexible Scheduling
- 1-FSE = Flexible Setting
- 1-AD = Assistive Devices
For ELL students:
• 2-FSC = Flexible Scheduling
• 2-FSE = Flexible Setting
• 2-AHL = Assistance in Heritage Language
• 2-ADI = Approved Dictionary

6. If a student provides a typed response, see the Directions for Returning Typed FSA ELA Writing Responses on pages 120–121.

7. Return all materials to your school assessment coordinator as described on page 105 of the Spring 2020 FSA PBT Manual.
Script for Administering Accommodated Paper-Based Grades 7–8 ELA Reading—Session 1

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

Session 1
85 Minutes

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

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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

During this test session, remember the following:

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

• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, 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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.

Accessing Listening Items

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

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

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

**Before Reading This Script**

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.

2. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.

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

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 each student has a No. 2 pencil.

**SAY**

Today, you are going to take Session 1 of the Grade ___ FSA ELA Reading test. Remove all materials from your desk except a No. 2 pencil.

You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, 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).

Distribute the Grade ___ ELA Reading test and answer books.

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

**SAY** The only things on your desk should be your No. 2 pencil and your Grade ___ ELA Reading test and answer book. Do not open your book.

Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.

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

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

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

Once students have completed this information,

**SAY** Now, look at the box labeled **Session 1 Test Group Code**. Write the test group code ______ in the boxes, and grid the corresponding bubbles.

Wait until students have finished.

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

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

**SAY** Next, open your test and answer book to page 2. The session number is at the top of each page that follows. Today, you may work only in Session 1. Check the pages in Session 1 until you reach the STOP sign to see that all page numbers are in order and that there aren’t any missing or upside-down pages. Do not read any of the items or passages before the test begins.

If you see any problems, raise your hand. (Pause while students check the page numbers.)

When you come to this STOP sign during the test, you have finished Session 1. Do **not** go on to Session 2. If you complete Session 1 before time is called, go back and check your work.

If no defective books are found, continue to the next **SAY** box. If a defective book is found, contact your school assessment coordinator to obtain a replacement, and add the new security number to your required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator so that a new PreID label is printed and applied to the test and answer book. Set the defective book aside, grid the DNS bubble, and return it with all other **NOT TO BE SCORED** materials.
<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, turn to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• go on to Session 2</td>
</tr>
<tr>
<td></td>
<td>• talk to other students or make any disturbance</td>
</tr>
<tr>
<td></td>
<td>• look at another student’s test and answer book</td>
</tr>
<tr>
<td></td>
<td>• allow another student to look at your test and answer book</td>
</tr>
<tr>
<td></td>
<td>• ask for help answering any test questions</td>
</tr>
<tr>
<td></td>
<td>• give help to another student in answering test questions</td>
</tr>
<tr>
<td></td>
<td>• have notes or scratch paper</td>
</tr>
<tr>
<td></td>
<td>• have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them</td>
</tr>
<tr>
<td></td>
<td>• fail to follow any other instructions given</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Are there any questions?</td>
</tr>
</tbody>
</table>

Answer all questions.

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, read silently as I read the Testing Rules Acknowledgment out loud.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><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></td>
</tr>
<tr>
<td></td>
<td>Now, sign your name on the line next to Signature in your test and answer book to indicate that you understand the testing rules and then close your book.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SAY</th>
<th>You will have 85 minutes to complete this test session.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remember the following:</td>
</tr>
<tr>
<td></td>
<td>• Do not go on to Session 2.</td>
</tr>
<tr>
<td></td>
<td>• Mark your answers directly in your test and answer book.</td>
</tr>
<tr>
<td></td>
<td>• Read each item carefully so you will understand how to respond.</td>
</tr>
<tr>
<td></td>
<td>• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.</td>
</tr>
<tr>
<td></td>
<td>• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.</td>
</tr>
<tr>
<td></td>
<td>• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will <strong>not</strong> be scored.</td>
</tr>
<tr>
<td></td>
<td>• You may see directions to raise your hand so that I can provide you with access to an audio passage.</td>
</tr>
<tr>
<td></td>
<td>• When you have completed this session, you may review your work in this session only.</td>
</tr>
</tbody>
</table>
Script for Administering Accommodated Paper-Based Grades 7–8 ELA Reading—Session 1

SAY Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped. You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items. 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. Then, close your test and answer book and 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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.

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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.

Please raise your hand if you have any questions.

Answer all questions.

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

Open your test and answer book to page 4 and begin working.
Complete the following:

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

Display the STARTING and STOPPING times for students.

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 45 minutes from the STARTING time,

**SAY** Stop. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.

After a short break,

**SAY** Now, be seated. You still have 40 minutes to complete this session, and I will let you know when there are 10 minutes left. Remember, when you come to the STOP sign, you have finished Session 1. You may **not** go on to Session 2.
Make sure you are on the page where you left off. You may now continue working.

After 30 minutes,

**SAY** You have 10 minutes to finish Session 1. Remember, do not go on to Session 2.

After 10 more minutes,

**SAY** **Stop.** Put your pencil down and close your test and answer book.

Collect all test materials.

Complete the following steps:

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

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 Paper-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 assessment using a regular print, large print, or one-item-per-page paper-based accommodation.

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. **Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.**

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

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

• Be familiar with the prohibited activities listed on the **Test Administrator Prohibited Activities Agreement** that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.
Accessing Listening Items

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

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

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

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.
2. Display the four-digit test group code assigned by your school assessment coordinator.
3. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available on the FSA Portal.)
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 each student has a No. 2 pencil.

SAY

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

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

SAY

Remove all materials from your desk except a No. 2 pencil.

You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, 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).
Distribute the Grade ___ ELA Reading test and answer books. Each student should receive the test and answer book with his or her name on it.

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

**SAY**

Your No. 2 pencil and your Grade ___ ELA Reading test and answer book should be the only things on your desk. Make sure you have the test and answer book with your name on it. You may not return to or change any answers from Session 1.

Now, look at the box labeled **Session 2 Test Group Code**. Write the test group code ______ in the boxes, and grid the corresponding bubbles. *(Pause.)*

Find the remaining plastic tab sealing Session 2 of your book. Carefully pull the tab **out** and **down**. Do not remove any remaining pieces of the tab.

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

**SAY**

Next, open your test and answer book to the beginning of Session 2. The session number is at the top of each page that follows. Today, you may work only in Session 2. 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. Do not read any of the items or passages before the test begins.

If you see any problems, raise your hand. If not, close the book and sit quietly.

**Wait until all students finish. If no defective books are found, continue to the next SAY box.** If a defective book is found, contact your school assessment coordinator to obtain a replacement with the same form number, and add the new security number to your required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator. The student’s responses from Session 1 will need to be transcribed into the new test and answer book, and a PreID label will need to be printed and applied.

**SAY**

You will have 85 minutes to complete this test session. When you come to the STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1.

Remember the following:

- Do not work in Session 1.
- Mark your answers directly in your test and answer book.
- Read each item carefully so you will understand how to respond.
- Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.
- When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.
<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
</table>
| • Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will **not** be scored.  
• You may see directions to raise your hand so that I can provide you with access to an audio passage.  

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.

Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test you must not:

• work in Session 1  
• talk to other students or make any disturbance  
• look at another student’s test and answer book  
• allow another student to look at your test and answer book  
• ask for help answering any test questions  
• give help to another student in answering test questions  
• have notes or scratch paper  
• have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them  
• fail to follow any other instructions given  

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.

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**

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

### Option C

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

Answer all questions.

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

Complete the following:

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

Display the STARTING and STOPPING times for students.

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 45 minutes from the STARTING time,

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

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, be seated. You still have 40 minutes to complete this session, and I will let you know when there are 10 minutes left. Make sure you are on the page where you left off. You may now continue working.</th>
</tr>
</thead>
</table>

After 30 minutes, 

<table>
<thead>
<tr>
<th>SAY</th>
<th>You have 10 minutes to finish Session 2. Remember, do <strong>not</strong> go back to Session 1.</th>
</tr>
</thead>
</table>

After 10 more minutes, 

<table>
<thead>
<tr>
<th>SAY</th>
<th><strong>Stop.</strong> Put your pencil down and close your test and answer book.</th>
</tr>
</thead>
</table>

Collect all test materials.

Complete the following steps:

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

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

3. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.

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

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

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

5. Return all materials to your school assessment coordinator as described on page 105 of the Spring 2020 FSA PBT Manual.
Script for Administering
Accommodated Paper-Based
Grades 9–10 ELA Reading

Session 1
90 Minutes

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

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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

During this test session, remember the following:

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

• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, 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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.

Accessing Listening Items

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

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

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

**Before Reading This Script**

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.
2. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.
3. Ensure that the Electronic Devices sign and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available on the FSA Portal.)
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 each student has a No. 2 pencil.

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today, you are going to take Session 1 of the Grade ___ FSA ELA Reading test. Remove all materials from your desk except a No. 2 pencil. You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. <strong>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.</strong> If you have any devices with you right now, please turn them off and raise your hand.</td>
</tr>
</tbody>
</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).

Distribute the Grade ___ ELA Reading test and answer books.

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

**SAY** The only things on your desk should be your No. 2 pencil and your Grade ___ ELA Reading test and answer book. Do not open your book.

Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.

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

**SAY** Now, look at the box in the upper left corner of your test and answer book.

Print your first and last names next to **Student Name**.

Print your date of birth next to **Date of Birth**.

Print _________________________ (name of the school) next to **School Name**.

Print _________________________ (name of the district) next to **District Name**.

Print _________________________ (today’s date) next to **Today’s Date**.

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

Once students have completed this information,

**SAY** Now, look at the box labeled **Session 1 Test Group Code**. Write the test group code ______ in the boxes, and grid the corresponding bubbles.

Wait until students have finished.

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

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

**SAY** Next, open your test and answer book to page 3. The session number is at the top of each page that follows. Today, you may work only in Session 1. Check the pages in Session 1 until you reach the STOP sign to see that all page numbers are in order and that there aren’t any missing or upside-down pages. Do not read any of the items or passages before the test begins.

If you see any problems, raise your hand. (Pause while students check the page numbers.)

When you come to this STOP sign during the test, you have finished Session 1. Do **not** go on to Session 2. If you complete Session 1 before time is called, go back and check your work.

**If no defective books are found, continue to the next SAY box.** If a defective book is found, contact your school assessment coordinator to obtain a replacement, and add the new security number to your required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator so that a new PreID label is printed and applied to the test and answer book. Set the defective book aside, grid the DNS bubble, and return it with all other NOT TO BE SCORED materials.
SAY Now, turn to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- go on to Session 2
- talk to other students or make any disturbance
- look at another student’s test and answer book
- allow another student to look at your test and answer book
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper
- have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

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 in your test and answer book to indicate that you understand the testing rules and then close your book.

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

SAY You will have 90 minutes to complete this test session.

Remember the following:

- Do not go on to Session 2.
- Mark your answers directly in your test and answer book.
- Read each item carefully so you will understand how to respond.
- Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.
- When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.
- Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will not be scored.
- You may see directions to raise your hand so that I can provide you with access to an audio passage.
- When you have completed this session, you may review your work in this session only.
Script for Administering Accommodated Paper-Based Grades 9–10 ELA Reading—Session 1

**SAY** Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped. You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items. 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. Then, close your test and answer book and 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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. 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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write. Please raise your hand if you have any questions.

Answer all questions.

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

<table>
<thead>
<tr>
<th>STARTING time:</th>
<th>Add 45 minutes:</th>
<th>Time to call a break:</th>
<th>TIME TESTING RESUMES:</th>
<th>Add 35 minutes:</th>
<th>Time for 10-minute reminder:</th>
<th>Add 10 minutes:</th>
<th>STOPPING time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+45 minutes</td>
<td></td>
<td></td>
<td>+35 minutes</td>
<td></td>
<td>+10 minutes</td>
<td></td>
</tr>
</tbody>
</table>

Display the STARTING and STOPPING times for students.

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 45 minutes from the STARTING time,

**SAY** Stop. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.

After a short break,

**SAY** Now, be seated. You still have 45 minutes to complete this session, and I will let you know when there are 10 minutes left. Remember, when you come to the STOP sign, you have finished Session 1. You may not go on to Session 2. Make sure you are on the page where you left off. You may now continue working.

After 35 minutes,

**SAY** You have 10 minutes to finish Session 1. Remember, do not go on to Session 2.

After 10 more minutes,

**SAY** Stop. Put your pencil down and close your test and answer book.

Collect all test materials.

Complete the following steps:

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

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 Paper-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 assessment using a regular print, large print, or one-item-per-page paper-based accommodation.

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
- Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.
Accessing Listening Items

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

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

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

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.
2. Display the four-digit test group code assigned by your school assessment coordinator.
3. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available on the FSA Portal.)
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 each student has a No. 2 pencil.

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

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).
Distribute the Grade ___ ELA Reading test and answer books. Each student should receive the test and answer book with his or her name on it.

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

**Script for Administering Accommodated Paper-Based Grades 9–10 ELA Reading—Session 2**

**SAY** Your No. 2 pencil and your Grade ___ ELA Reading test and answer book should be the only things on your desk. Make sure you have the test and answer book with your name on it. You may not return to or change any answers from Session 1.

Now, look at the box labeled **Session 2 Test Group Code**. Write the test group code ______ in the boxes, and grid the corresponding bubbles. *(Pause.)*

Find the remaining plastic tab sealing Session 2 of your book. Carefully pull the tab **out and down**. Do not remove any remaining pieces of the tab.

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

**SAY** Next, open your test and answer book to the beginning of Session 2. The session number is at the top of each page that follows. Today, you may work only in Session 2. 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. Do not read any of the items or passages before the test begins.

If you see any problems, raise your hand. If not, close the book and sit quietly.

**Wait until all students finish. If no defective books are found, continue to the next SAY box.** If a defective book is found, contact your school assessment coordinator to obtain a replacement with the same form number, and add the new security number to your required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator. The student’s responses from Session 1 will need to be transcribed into the new test and answer book, and a PreID label will need to be printed and applied.

**SAY** You will have 90 minutes to complete this test session. When you come to the STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1.

Remember the following:

- Do not work in Session 1.
- Mark your answers directly in your test and answer book.
- Read each item carefully so you will understand how to respond.
- Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.
- When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.
• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will **not** be scored.
• You may see directions to raise your hand so that I can provide you with access to an audio passage.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.

Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test you must not:

• work in Session 1
• talk to other students or make any disturbance
• look at another student’s test and answer book
• allow another student to look at your test and answer book
• ask for help answering any test questions
• give help to another student in answering test questions
• have notes or scratch paper
• have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them
• fail to follow any other instructions given

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.

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**

<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. Then, close your test and answer book and 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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. 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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write. Please raise your hand if you have any questions. |

Answer all questions.

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

Complete the following:

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

Display the STARTING and STOPPING times for students.

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 45 minutes from the STARTING time,

| SAY | Stop. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk. |
Script for Administering Accommodated Paper-Based Grades 9–10 ELA Reading—Session 2

After a short break,

**SAY** Now, be seated. You still have 45 minutes to complete this session, and I will let you know when there are 10 minutes left.

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

After 35 minutes,

**SAY** You have 10 minutes to finish Session 2. Remember, do **not** go back to Session 1.

After 10 more minutes,

**SAY** **Stop.** Put your pencil down and close your test and answer book.

Collect all test materials.

Complete the following steps:

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

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

3. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.

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

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

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

5. Return all materials to your school assessment coordinator as described on page 105 of the Spring 2020 FSA PBT Manual.
Script for Administering the Accommodated Paper-Based ELA Reading Retake

Session 1
90+ Minutes

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

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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

During this test session, remember the following:

• Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
• During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
• If a disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.
Script for Administering the Accommodated Paper-Based ELA Reading Retake—Session 1

Accessing Listening Items

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

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

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

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.
2. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.
3. Ensure that the Electronic Devices sign and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available on the FSA Portal.)
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. Ensure that each student has a No. 2 pencil.

SAY

Today, you are going to take Session 1 of the FSA ELA Reading Retake. Remove all materials from your desk except a No. 2 pencil.

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.

You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, 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).

Distribute the FSA ELA Reading Retake test and answer books.

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

After distributing test and answer books,

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

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

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

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

Once students have completed this information,

| SAY | Now, look at the box labeled **Session 1 Test Group Code**. Write the test group code _____ in the boxes, and grid the corresponding bubbles. |

Wait until students have finished.

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

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

<table>
<thead>
<tr>
<th>SAY</th>
<th>Next, open your test and answer book to page 3. The session number is at the top of each page that follows. Today, you may work only in Session 1. Check the pages in Session 1 until you reach the STOP sign to see that all page numbers are in order and that there aren’t any missing or upside-down pages. Do not read any of the items or passages before the test begins.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If you see any problems, raise your hand. (Pause while students check the page numbers.)</td>
</tr>
<tr>
<td></td>
<td>When you come to this STOP sign during the test, you have finished Session 1. Do <strong>not</strong> go on to Session 2. If you complete Session 1 before time is called, go back and check your work.</td>
</tr>
</tbody>
</table>
If no defective books are found, continue to the next SAY box. If a defective book is found, contact your school assessment coordinator to obtain a replacement, and add the new security number to your required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator so that a new PreID label is printed and applied to the test and answer book. Set the defective book aside, grid the DNS bubble, and return it with all other NOT TO BE SCORED materials.

SAY

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

- go on to Session 2
- talk to other students or make any disturbance
- look at another student’s test and answer book
- allow another student to look at your test and answer book
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper
- have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

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 in your test and answer book to indicate that you understand the testing rules and then close your book.

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

SAY

You will have 90 minutes to complete this test session.

Remember the following:

- Do not go on to Session 2.
- Mark your answers directly in your test and answer book.
- Read each item carefully so you will understand how to respond.
- Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.
• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.

• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will not be scored.

• You may see directions to raise your hand so that I can provide you with access to an audio passage.

• When you have completed this session, you may review your work in this session only.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.

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. Then, close your test and answer book and 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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.

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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.

Please raise your hand if you have any questions.

Answer all questions.
Script for Administering the Accommodated Paper-Based ELA Reading Retake—Session 1

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

Open your test and answer book to page 4 and begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 45 minutes from the STARTING time,

**SAY** **Stop.** Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.

After a short break,

**SAY** Now, be seated. You still have 45 minutes to complete this session, and I will let you know when there are 10 minutes left. Remember, when you come to the STOP sign, you have finished Session 1. You may not go on to Session 2.

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

After 35 minutes,

**SAY** There are 10 minutes left in the 90-minute test session. Remember, do not go on to Session 2.

After 10 more minutes,

**SAY** **Stop.** Put your pencil down and close your test and answer book. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, I will collect your test and answer book now.

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

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

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, we will continue testing. You have until ____ to continue working, and I will let you know when there are 10 minutes left. Now, open your test and answer book and continue working.</th>
</tr>
</thead>
</table>

At 10 minutes before the stopping time,

<table>
<thead>
<tr>
<th>SAY</th>
<th>You have 10 minutes to finish Session 1. Remember, do not go on to Session 2.</th>
</tr>
</thead>
</table>

After 10 more minutes,

<table>
<thead>
<tr>
<th>SAY</th>
<th>Stop. Put your pencil down and close your test and answer book.</th>
</tr>
</thead>
</table>

Collect all test materials.

Complete the following steps:

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

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 Paper-Based ELA Reading Retake

Session 2
90+ Minutes

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

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
- Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.
**Accessing Listening Items**

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

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

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

**Before Reading This Script**

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.
2. Display the four-digit test group code assigned by your school assessment coordinator.
3. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Signs are available on the FSA Portal.)
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. Ensure that each student has a No. 2 pencil.

**SAY**

Today, you are going to take Session 2 of the FSA ELA Reading Retake. If you have not taken Session 1 of the ELA Reading Retake assessment, please raise your hand.

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

**SAY**

Remove all materials from your desk except a No. 2 pencil.

*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.*
You may not have any electronic or recording devices at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, 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).

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

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

Your No. 2 pencil and your FSA ELA Reading Retake test and answer book should be the only things on your desk. Make sure you have the test and answer book with your name on it. You may not return to or change any answers from Session 1.

Now, look at the box labeled **Session 2 Test Group Code**. Write the test group code ______ in the boxes, and grid the corresponding bubbles. *(Pause.)*

Find the remaining plastic tab sealing Session 2 of your book. Carefully pull the tab **out** and **down**. Do not remove any remaining pieces of the tab.

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

Next, open your test and answer book to the beginning of Session 2. The session number is at the top of each page that follows. Today, you may work only in Session 2. 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. Do not read any of the items or passages before the test begins.

If you see any problems, raise your hand. If not, close the book and sit quietly.

**Wait until all students finish. If no defective books are found, continue to the next SAY box.** If a defective book is found, contact your school assessment coordinator to obtain a replacement with the same form number, and add the new security number to your required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator. The student’s responses from Session 1 will need to be transcribed into the new test and answer book, and a PreID label will need to be printed and applied.

You will have 90 minutes to complete this test session. When you come to the STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1.
Remember the following:

- Do not work in Session 1.
- Mark your answers directly in your test and answer book.
- Read each item carefully so you will understand how to respond.
- Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.
- When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.
- Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will not be scored.
- You may see directions to raise your hand so that I can provide you with access to an audio passage.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

You may not have scratch paper, but you may underline or circle words, phrases, and sentences in the passages or test items.

Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test you must not:

- work in Session 1
- talk to other students or make any disturbance
- look at another student’s test and answer book
- allow another student to look at your test and answer book
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper
- have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

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.

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. Then, close your test and answer book and 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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended.

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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book. Once I have collected your book, I will not be able to return it to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.

Please raise your hand if you have any questions.

Answer all questions.

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

Open your test and answer book to the beginning of Session 2 and begin working.

Complete the following:

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

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 45 minutes from the STARTING time,

**SAY**  
Stop. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.

After a short break,

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

After 35 minutes,

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

After 10 more minutes,

**SAY**  
Stop. Put your pencil down and close your test and answer book. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.  
If you have finished working, I will collect your test and answer book now.

Collect test and answer books.

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

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

**SAY**  
Now, we will continue testing. You have until ____ to continue working, and I will let you know when there are 10 minutes left.  
Now, open your test and answer book and continue working.

At 10 minutes before the stopping time,

**SAY**  
You have 10 minutes to finish Session 2. Remember, do not go back to Session 1.

After 10 more minutes,

**SAY**  
Stop. Put your pencil down and close your test and answer book.

Collect all test materials.
Complete the following steps:

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

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

3. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.

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

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

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

5. Return all materials to your school assessment coordinator as described on page 105 of the Spring 2020 FSA PBT Manual.
Script for Administering Accommodated Paper-Based Grades 7–8 Mathematics—Session 1

60 Minutes

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

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

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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

During this test session, remember the following:

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

• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, 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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.

2. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.

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

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 No. 2 pencil
   - Grade 7 or Grade 8 FSA Mathematics Reference Sheet (Reference sheets are included in the test and answer books, so paper reference sheets should be provided only if your school is providing copies for all students.)

SAY

Today, you are going to take Session 1 of the Grade ____ FSA Mathematics test. Remove all materials from your desk except a No. 2 pencil (and your Grade ____ FSA Mathematics Reference Sheet).

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 at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, 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).

Distribute the Grade ____ Mathematics test and answer books (and reference sheets).

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

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

SAY

The only things on your desk should be your No. 2 pencil and your Grade ____ Mathematics test and answer book (and reference sheet). Do not open your book.

Look at the label in the lower left corner of your book. Check to make sure that your name and date of birth are on the label. If you see any problems, raise your hand.

If a student has an incorrect label affixed to his or her book, contact your school assessment coordinator.
### Script for Administering Accommodated Paper-Based Grades 7–8 Mathematics—Session 1

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, look at the box in the upper left corner of your test and answer book. Print your first and last names next to <strong>Student Name</strong>. Print your date of birth next to <strong>Date of Birth</strong>. Print _________________________ (name of the school) next to <strong>School Name</strong>. Print _________________________ (name of the district) next to <strong>District Name</strong>. Print _________________________ (today’s date) next to <strong>Today’s Date</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>The fields in the upper left corner of the test and answer book must be completed by each student even when a student PreID label is affixed.</strong> Once students have completed this information,</td>
</tr>
<tr>
<td>SAY</td>
<td>Now, look at the box labeled <strong>Session 1 Test Group Code</strong>. Write the test group code _____ in the boxes, and grid the corresponding bubbles.</td>
</tr>
<tr>
<td></td>
<td><strong>Wait until students have finished.</strong></td>
</tr>
<tr>
<td>SAY</td>
<td>Your test and answer book has three plastic tabs. Find the first plastic tab on the right side of your book. Carefully pull the tab <strong>out</strong> and <strong>down</strong>. Do not remove any remaining pieces of the tab. Do not pull the second or third plastic tab. Make sure that all students pull the correct tab. If a student tears his or her book or removes the second or third plastic tab, contact your school assessment coordinator.</td>
</tr>
<tr>
<td></td>
<td><strong>Next, open your test and answer book to page 2. The session number is at the top of each page that follows. Today, you may work only in Session 1. Check the pages in Session 1 until you reach the STOP sign to see that all page numbers are in order and that there aren’t any missing or upside-down pages. Do not read any of the items before the test begins. If you see any problems, raise your hand. (Pause while students check the page numbers.)</strong> When you come to this STOP sign during the test, you have finished Session 1. Do <strong>not</strong> go on to Session 2. If you complete Session 1 before time is called, go back and check your work.</td>
</tr>
<tr>
<td></td>
<td><strong>If no defective books are found, continue to the next SAY box.</strong> If a defective book is found, contact your school assessment coordinator to obtain a replacement, and add the new security number to your required administration information. Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator so that a new PreID label is printed and applied to the test and answer book. Set the defective book aside, grid the DNS bubble, and return it with all other NOT TO BE SCORED materials.</td>
</tr>
</tbody>
</table>
| SAY | Now, turn to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:  
• go on to Session 2  
• talk to other students or make any disturbance  
• look at another student’s test and answer book  
• allow another student to look at your test and answer book (or reference sheet) |
• ask for help answering any test questions
• give help to another student in answering test questions
• have notes or scratch paper
• have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them
• fail to follow any other instructions given

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 in your test and answer book 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.

Now, turn to the Directions for Completing the Response Grids on pages 3 and 4. Read silently as I read aloud.

1. Work the problem and find an answer.
2. Write your answer in the answer boxes at the top of the grid.
   • Write your answer with the first digit in the left answer box OR with the last digit in the right answer box.
   • Write only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.
   • Be sure to write a decimal point, negative sign, or fraction bar in the answer box if it is a part of the answer.
3. Fill in a bubble under each box in which you wrote your answer.
   • Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
   • Fill in each bubble by making a solid mark that completely fills the circle.
   • You MUST fill in the bubbles accurately to receive credit for your answer.

When a percent is required to answer a question, do NOT convert the percent to its decimal or fractional equivalent. Grid in the percent value without the % symbol. Do the same with dollar amounts.

Do NOT write a mixed number, such as $13\frac{1}{2}$, in the answer boxes. Change the mixed number to an equivalent fraction, such as $\frac{27}{2}$, or to an equivalent decimal, such as 13.25. Do not try to fill in $13\frac{1}{2}$, as it would be read as $\frac{31}{2}$ and would be counted wrong.

You may refer to the Directions for Completing the Response Grids at any time during this session.
Now, turn to page 5 in your test and answer book and look at the Grade ___ FSA Mathematics Reference Sheet. The reference sheet contains formulas and conversions you may need to answer the mathematics questions. You may refer to this page at any time during this test session but do not tear the reference sheet out of the book. Now, close your book.

If your school provided paper copies of the Grade 7 or 8 FSA Mathematics Reference Sheet for students to use,

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, 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.

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 test and answer book.

Please raise your hand if you have any questions.

Answer all questions.

You will have 60 minutes to complete this test session.

Remember the following:

• Do not go on to Session 2.
• Mark your answers directly in your test and answer book.
• Read each item carefully so you will understand how to respond.
• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.
• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.
• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will not be scored.
• When you have completed this session, you may review your work in this session only.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

You may not have scratch paper, but you may use the blank space in your test and answer book as work space.

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. Then, close your test and answer book and 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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book (and reference sheet). Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended.

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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book (and reference sheet). Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.

Please raise your hand if you have any questions.

Answer all questions.

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

Open your test and answer book to page 8 and begin working.

Complete the following:

STARTING time: ___________

Add 50 minutes: +50 minutes

Time for 10-minute reminder: ___________

Add 10 minutes: +10 minutes

STOPPING time: ___________

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 50 minutes from the STARTING time,

**SAY** You have 10 minutes to finish Session 1. Remember, do not go on to Session 2.

After 10 more minutes,

**SAY** Stop. Put your pencil down and close your test and answer book.

Collect all test and answer books (and reference sheets).

Complete the following steps:

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

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 Paper-Based
Grades 7–8 Mathematics

Session 2
60 Minutes

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

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

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.

2. Display the four-digit test group code assigned by your school assessment coordinator.

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

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 No. 2 pencil
   - A handheld scientific calculator with the allowable functionality only
   - Grade 7 or Grade 8 FSA Mathematics Reference Sheet (Reference sheets are included in the test and answer books, so paper reference sheets should be provided only if your school is providing copies for all students. You may provide new printed copies of the reference sheet for Session 2 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Session 1, then make sure that each student receives the same reference sheet that he or she used during Session 1.)

SAY

Today, you are going to take Session 2 of the Grade ___ FSA Mathematics test. If you have not taken Session 1 of the Grade ___ FSA Mathematics test, please raise your hand.

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

SAY

Remove all materials from your desk except a No. 2 pencil and your calculator (and your Grade ___ FSA Mathematics Reference Sheet).

You may not have any electronic or recording devices, other than your calculator, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, 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).

Distribute the Grades 7–8 Mathematics test and answer books (and reference sheets). Each student should receive the test and answer book (and reference sheet) with his or her name on it.

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

SAY

Your No. 2 pencil, your calculator, and your Grade ___ Mathematics test and answer book (and reference sheet) should be the only things on your desk. Make sure you have the test and answer book with your name on it. You may not return to or change any answers from Session 1.
Now, look at the box labeled **Session 2 Test Group Code**. Write the test group code ______ in the boxes, and grid the corresponding bubbles. *(Pause.)*

Find the plastic tab sealing Session 2 of your book. Carefully pull the tab **out** and **down**. Do not remove any remaining pieces of the tab.

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

Next, open your test and answer book to the beginning of Session 2. The session number is at the top of each page that follows. Right now, you may work only in Session 2. Check the pages in Session 2 until you reach the STOP sign to see that all page numbers are in order and that there aren’t any missing or upside-down pages. Do not read any of the items before the test begins.

If you see any problems, raise your hand. If not, close the book and sit quietly.

Wait until all students finish. **If no defective books are found, continue to the next SAY box.** If a defective book is found, contact your school assessment coordinator to obtain a replacement with the same form number, and add the new security number to your required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator. The student’s responses from Session 1 will need to be transcribed into the new test and answer book, and a PreID label will need to be printed and applied.

You will have 60 minutes to complete this test session. When you come to the STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1.

Remember the following:

- Do not work in Session 1.
- Mark your answers directly in your test and answer book.
- Read each item carefully so you will understand how to respond.
- Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.
- When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.
- Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will **not** be scored.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.
You may not have scratch paper, but you may use the blank space in your test and answer book as work space. Remember, you may refer to the Directions for Completing the Response Grids on pages 3 and 4 and the Grade ___ FSA Mathematics Reference Sheet at the beginning of the session at any time. Remember, do not remove the reference sheet from the test and answer book. Now, close your book.

If your school provided paper copies of the Grade 7 or 8 FSA Mathematics Reference Sheet for students to use,

Now, look at your 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 test and answer book.

Please raise your hand if you have any questions.

Answer all questions.

Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test you must not:

• work in Session 1
• talk to other students or make any disturbance
• look at another student’s test and answer book (or reference sheet)
• allow another student to look at your test and answer book (or reference sheet)
• ask for help answering any test questions
• give help to another student in answering test questions
• have notes or scratch paper
• have any electronic or recording devices, other than 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.

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**

<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. Then, close your test and answer book and sit quietly until I tell you that this session has ended.</td>
</tr>
</tbody>
</table>

Please raise your hand if you have any questions.

**OR**

**Option B**

<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. Then, close your test and answer book and raise your hand. I will come and collect your (reference sheet,) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended.</td>
</tr>
</tbody>
</table>

Please raise your hand if you have any questions.

**OR**

**Option C**

<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. Then, close your test and answer book and raise your hand. I will come and collect your (reference sheet,) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.</td>
</tr>
</tbody>
</table>

Please raise your hand if you have any questions.

Answer all questions.

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have 60 minutes to complete this test session. I will remind you when there are 10 minutes left in the session.</td>
</tr>
</tbody>
</table>

Open your test and answer book to the beginning of Session 2 and begin working.

Complete the following:

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

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 50 minutes from the STARTING time,

**SAY** You have 10 minutes to finish Session 2. Remember, do not go back to Session 1.

After 10 more minutes,

**SAY** Stop. Put your pencil down and close your test and answer book.

Provide students with an extended break before Session 3. You are responsible for maintaining the security of the test during the break between sessions. **If an extended break such as lunch occurs, all test materials should be collected and verified.** All test materials must be placed in **locked storage** until testing resumes.

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

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

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

3. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.

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

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

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

5. Return all materials to your school assessment coordinator until the beginning of Session 3.
Script for Administering
Accommodated Paper-Based
Grades 7–8 Mathematics

Session 3
60 Minutes

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

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

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.

2. Display the four-digit test group code assigned by your school assessment coordinator.

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

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 No. 2 pencil
   - A handheld scientific calculator with the allowable functionality only
   - Grade 7 or Grade 8 FSA Mathematics Reference Sheet (Reference sheets are included in the test and answer books, so paper reference sheets should be provided only if your school is providing copies for all students. You may provide new printed copies of the reference sheet for Session 3 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Sessions 1 and 2, then make sure that each student receives the same reference sheet that he or she used during Sessions 1 and 2.)

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

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now, you are going to take Session 3 of the Grade ___ FSA Mathematics test.</td>
</tr>
<tr>
<td>Remove all materials from your desk except (your Grade ___ FSA Mathematics Reference Sheet,) a No. 2 pencil, your calculator, and your test and answer book.</td>
</tr>
<tr>
<td><strong>You will have 60 minutes to complete this test session.</strong></td>
</tr>
<tr>
<td><em>(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.)</em></td>
</tr>
<tr>
<td>Remember that you may not have any electronic or recording devices, other than your calculator, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. <strong>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.</strong> If you have any devices with you right now, please turn them off and raise your hand.</td>
</tr>
<tr>
<td>Now, look at the box labeled <strong>Session 3 Test Group Code.</strong> Write the test group code ______ in the boxes, and grid the corresponding bubbles. <em>(Pause.)</em></td>
</tr>
<tr>
<td>Find the remaining plastic tab sealing Session 3 of your book. Carefully pull the tab <strong>out</strong> and <strong>down</strong>. Do not remove any remaining pieces of the tab.</td>
</tr>
</tbody>
</table>
Make sure that all students pull the tabs correctly. If a student tears his or her book, obtain a replacement book with the same form number from your school assessment coordinator and record the new security number with your required administration information. The student’s responses from Sessions 1 and 2 will need to be transcribed into the new test and answer book.

**SAY**

Next, open your test and answer book to the beginning of Session 3. The session number is at the top of each page that follows. Right now, you may work only in Session 3. 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. Do not read any of the items before the test begins.

If you see any problems, raise your hand. If not, close the book and sit quietly.

Wait until all students finish. If no defective books are found, continue to the next SAY box. If a defective book is found, contact your school assessment coordinator to obtain a replacement with the same form number, and add the new security number to your required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator. The student’s responses from Sessions 1 and 2 will need to be transcribed into the new test and answer book, and a PreID label will need to be printed and applied.

**SAY**

You will have 60 minutes to complete this test session. When you come to the STOP sign, you have finished Session 3. If you complete Session 3 before time is called, go back and check your work. Do not go back and work in Session 2.

Remember the following:

- Do not work in Session 1 or 2.
- Mark your answers directly in your test and answer book.
- Read each item carefully so you will understand how to respond.
- Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.
- When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.
- Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will not be scored.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

You may not have scratch paper, but you may use the blank space in your test and answer book as work space. Remember, you may refer to the Directions for Completing the Response Grids on pages 3 and 4 and the Grade ____ FSA Mathematics Reference Sheet at the beginning of the session at any time. Remember, do not remove the reference sheet from the test and answer book.
If your school provided paper copies of the *Grade 7 or 8 FSA Mathematics Reference Sheet* for students to use,

**SAY**  
Now, look at your 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 test and answer book.  
Please raise your hand if you have any questions.

Answer all questions.

**SAY**  
Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 3 of the test. Please remember that during this test you must not:

- work in Session 1 or 2  
- talk to other students or make any disturbance  
- look at another student’s test and answer book *(or reference sheet)*  
- allow another student to look at your test and answer book *(or reference sheet)*  
- ask for help answering any test questions  
- give help to another student in answering test questions  
- have notes or scratch paper  
- have any electronic or recording devices, other than 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. 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. Then, close your test and answer book and sit quietly until I tell you that this session has ended.  
Please raise your hand if you have any questions.
Script for Administering Accommodated Paper-Based Grades 7–8 Mathematics—Session 3

Option B

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

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. Then, close your test and answer book and raise your hand. I will come and collect your (reference sheet,) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.

Please raise your hand if you have any questions.

Answer all questions.

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

Open your test and answer book to the beginning of Session 3 and begin working.

Complete the following:

STARTING time: ___________

Add 50 minutes: +50 minutes

Time for 10-minute reminder: ___________

Add 10 minutes: +10 minutes

STOPPING time: ___________

Display the STARTING and STOPPING times for students.

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times**.

After 50 minutes from the STARTING time,

**SAY** You have 10 minutes to finish Session 3. Remember, do **not** go back to Session 1 or 2.

After 10 more minutes,

**SAY** **Stop.** Put your pencil down and close your test and answer book.
Collect all (reference sheets,) test and answer books and calculators.

Complete the following steps:

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

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

3. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.

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

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

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

5. Return all materials to your school assessment coordinator as described on page 105 of the Spring 2020 FSA PBT Manual.
Script for Administering the Accommodated Paper-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 FSA Algebra 1 EOC assessment using a regular print, large print, or one-item-per-page paper-based accommodation.

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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 participated in a test item practice session. If any students have not completed a test item practice session, 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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
• When reading the following script, please note that optional words are italicized and in parentheses.
• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.

2. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.

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

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 No. 2 pencil
   • Algebra 1 EOC FSA Mathematics Reference Sheet (Reference sheets are included in the test and answer books, so paper reference sheets should be provided only if your school is providing copies for all students.)

   **SAY**

   Today, you are going to take Session 1 of the FSA Algebra 1 EOC test. Remove all materials from your desk except a No. 2 pencil (and your Algebra 1 EOC FSA Mathematics Reference Sheet).

   **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.**

   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 at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, 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).

Distribute the Algebra 1 EOC test and answer books (and reference sheets).
Contact your school assessment coordinator if you have preidentified books that do not belong to students in your testing room or if you need additional test and answer books. Update your required administration information as necessary.

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

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

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

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

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

Once students have completed this information,

| SAY | Now, look at the box labeled **Session 1 Test Group Code**. Write the test group code ______ in the boxes, and grid the corresponding bubbles. |

Wait until students have finished.

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

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

| SAY | Next, open your test and answer book to page 2. The session number is at the top of each page that follows. Today, you may work only in Session 1. Check the pages in Session 1 until you reach the STOP sign to see that all page numbers are in order and that there aren’t any missing or upside-down pages. Do not read any of the items before the test begins. |
| SAY | If you see any problems, raise your hand. *(Pause while students check the page numbers.)* |
| SAY | When you come to this STOP sign during the test, you have finished Session 1. Do **not** go on to Session 2. If you complete Session 1 before time is called, go back and check your work. |

If no defective books are found, continue to the next SAY box. If a defective book is found, contact your school assessment coordinator to obtain a replacement, and add the new security number to your required administration information.
Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator so that a new PreID label is printed and applied to the test and answer book. Set the defective book aside, grid the DNS bubble, and return it with all other NOT TO BE SCORED materials.

**Script for Administering the Accommodated Paper-Based FSA Algebra 1/Algebra 1 Retake EOC Assessment—Session 1**

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator so that a new PreID label is printed and applied to the test and answer book. Set the defective book aside, grid the DNS bubble, and return it with all other NOT TO BE SCORED materials.

### SAY

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

- go on to Session 2
- talk to other students or make any disturbance
- look at another student’s test and answer book *(or reference sheet)*
- allow another student to look at your test and answer book *(or reference sheet)*
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper
- have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

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 in your test and answer book 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

You will have 90 minutes to complete this test session, and you will be permitted to continue working if you need additional time. Now, turn to the **Directions for Completing the Response Grids** on pages 3 and 4. Read silently as I read aloud.

1. **Work the problem and find an answer.**
2. **Write your answer in the answer boxes at the top of the grid.**
   - Write your answer with the first digit in the left answer box OR with the last digit in the right answer box.
   - Write only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.
   - Be sure to write a decimal point, negative sign, or fraction bar in the answer box if it is a part of the answer.
3. Fill in a bubble under each box in which you wrote your answer.
   • Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
   • Fill in each bubble by making a solid mark that completely fills the circle.
   • You MUST fill in the bubbles accurately to receive credit for your answer.

When a percent is required to answer a question, do NOT convert the percent to its decimal or fractional equivalent. Grid in the percent value without the % symbol. Do the same with dollar amounts.

Do NOT write a mixed number, such as $13\frac{1}{2}$, in the answer boxes. Change the mixed number to an equivalent fraction, such as $\frac{27}{2}$, or to an equivalent decimal, such as 13.25. Do not try to fill in $13\frac{1}{2}$, as it would be read as $13\frac{2}{2}$ and would be counted wrong.

You may refer to the Directions for Completing the Response Grids at any time during this session.

Now, turn to page 5 in your test and answer book and look at the Algebra 1 EOC FSA Mathematics Reference Sheet. The reference sheet contains formulas and conversions you may need to answer the mathematics questions. You may refer to this page at any time during this test session but do not tear the reference sheet out of the book. Now, close your book.

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

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

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 test and answer book.

Please raise your hand if you have any questions.

You will have 90 minutes to complete this test session.

Remember the following:
   • Do not go on to Session 2.
   • Mark your answers directly in your test and answer book.
   • Read each item carefully so you will understand how to respond.
   • Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.
SAY

• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.

• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will not be scored.

• When you have completed this session, you may review your work in this session only.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

You may not have scratch paper, but you may use the blank space in your test and answer book as work space.

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. Then, close your test and answer book and 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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book (and reference sheet). Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended.

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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book (and reference sheet). Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.

Please raise your hand if you have any questions.

Answer all questions.
SAY You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the session. Open your test and answer book to page 8 and begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 45 minutes from the STARTING time,

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

After a short break,

SAY Now, be seated. You still have 45 minutes to complete this session, and I will let you know when there are 10 minutes left. Remember, when you come to the STOP sign, you have finished Session 1. You may not go on to Session 2.
Make sure you are on the page where you left off. You may now continue working.

After 35 minutes,

SAY There are 10 minutes left in the 90-minute test session. Remember, do not go on to Session 2.

After 10 more minutes,

SAY Stop. Put your pencil down and close your test and answer book. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.
If you have finished working, I will collect your test and answer book (and reference sheet) now.

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

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

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

At 10 minutes before the stopping time,

| SAY | You have 10 minutes to finish Session 1. Remember, do not go on to Session 2. |

After 10 more minutes,

| SAY | Stop. Put your pencil down and close your test and answer book. |

Collect all test and answer books (and reference sheets).

Complete the following steps:

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

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 Paper-Based Algebra 1 EOC/Algebra 1 Retake EOC Assessment

Session 2
90+ Minutes

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

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

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
Script for Administering the Accommodated Paper-Based FSA Algebra 1/Algebra 1 Retake EOC Assessment—Session 2

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.

2. Display the four-digit test group code assigned by your school assessment coordinator.

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

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 No. 2 pencil
   - A handheld scientific calculator with the allowable functionality only
   - Algebra 1 EOC FSA Mathematics Reference Sheet (Reference sheets are included in the test and answer books, so paper reference sheets should be provided only if your school is providing copies for all students. You may provide new printed copies of the reference sheet for Session 2 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Session 1, then make sure that each student receives the same reference sheet that he or she used during Session 1.)

SAY Today, you are going to take Session 2 of the FSA Algebra 1 EOC test. If you have not taken Session 1 of the Algebra 1 EOC test, please raise your hand.

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

SAY Remove all materials from your desk except a No. 2 pencil and your calculator (and your Algebra 1 EOC FSA Mathematics Reference Sheet).

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.

You may not have any electronic or recording devices, other than your calculator, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, 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).

Distribute the Algebra 1 EOC test and answer books (and reference sheets). Each student should receive the test and answer book (and reference sheet) with his or her name on it.

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

SAY Your No. 2 pencil, your calculator, and your FSA Algebra 1 EOC test and answer book (and reference sheet) should be the only things on your desk. Make sure you have the test and answer book with your name on it. You may not return to or change any answers from Session 1.

Now, look at the box labeled **Session 2 Test Group Code**. Write the test group code ______ in the boxes, and grid the corresponding bubbles. *(Pause.)*

Find the remaining plastic tab sealing Session 2 of your book. Carefully pull the tab out and down. Do not remove any remaining pieces of the tab.

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

SAY Next, open your test and answer book to the beginning of Session 2. The session number is at the top of each page that follows. Today, you may work only in Session 2. 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. Do not read any of the items before the test begins.

If you see any problems, raise your hand. If not, close the book and sit quietly.

**Wait until all students finish. If no defective books are found, continue to the next SAY box.** If a defective book is found, contact your school assessment coordinator to obtain a replacement with the same form number, and add the new security number to your required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator. The student’s responses from Session 1 will need to be transcribed into the new test and answer book, and a PreID label will need to be printed and applied.

SAY You will have 90 minutes to complete this test session. When you come to the STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1.

Remember the following:

- Do not work in Session 1.
- Mark your answers directly in your test and answer book.
- Read each item carefully so you will understand how to respond.
- Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.
• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.
• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will not be scored.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

You may not have scratch paper, but you may use the blank space in your test and answer book as work space. Remember, you may refer to the Directions for Completing the Response Grids on pages 3 and 4 and the Algebra 1 EOC FSA Mathematics Reference Sheet at the beginning of the session at any time. Remember, do not remove the reference sheet from the test and answer book. Now, close your book.

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

Now, look at your 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 test and answer book.

Please raise your hand if you have any questions.

Answer all questions.

Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test you must not:

• work in Session 1
• talk to other students or make any disturbance
• look at another student’s test and answer book (or reference sheet)
• allow another student to look at your test and answer book (or reference sheet)
• ask for help answering any test questions
• give help to another student in answering test questions
• have notes or scratch paper
• have any electronic or recording devices, other than 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.

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. Then, close your test and answer book and 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. Then, close your test and answer book and raise your hand. I will come and collect your (reference sheet,) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended.

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. Then, close your test and answer book and raise your hand. I will come and collect your (reference sheet,) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.

Please raise your hand if you have any questions.

Answer all questions.

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

Open your test and answer book to the beginning of Session 2 and begin working.
Complete the following:

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

Display the STARTING and STOPPING times for students.

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 45 minutes from the STARTING time,

**SAY**  Stop. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.

After a short break,

**SAY**  Now, be seated. You still have 45 minutes to complete this session, and I will let you know when there are 10 minutes left.

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

After 35 minutes,

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

After 10 more minutes,

**SAY**  Stop. Put your pencil down and close your test and answer book. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, I will collect your (reference sheet,) test and answer book and calculator now.

Collect (reference sheets,) test and answer books and calculators.

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

| SAY  | Now, we will continue testing. You have until ____ to continue working, and I will let you know when there are 10 minutes left. Now, open your test and answer book and continue working. |

At 10 minutes before the stopping time,

| SAY  | You have 10 minutes to finish Session 2. Remember, do **not** go back to Session 1. |

After 10 more minutes,

| SAY  | **Stop.** Put your pencil down and close your test and answer book. |

Collect all (reference sheets,) test and answer books and calculators.

Complete the following steps:

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

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

3. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.

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

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

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

5. Return all materials to your school assessment coordinator as described on page 105 of the Spring 2020 FSA PBT Manual.
Script for Administering the Accommodated Paper-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 FSA Geometry EOC assessment using a regular print, large print, or one-item-per-page paper-based accommodation.

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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 participated in a test item practice session. If any students have not completed a test item practice session, 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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

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

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.

2. Display the district name, school name, today’s date, and the four-digit test group code assigned by your school assessment coordinator.

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

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 No. 2 pencil
   - *Geometry EOC FSA Mathematics Reference Sheet* (Reference sheets are included in the test and answer books, so paper reference sheets should be provided only if your school is providing copies for all students.)

---

**SAY**

Today, you are going to take Session 1 of the FSA Geometry EOC test. Remove all materials from your desk except a No. 2 pencil *(and your Geometry EOC FSA Mathematics Reference Sheet).*

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.

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 at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, 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).

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

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

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

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

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

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

Once students have completed this information,

| SAY | Now, look at the box labeled Session 1 Test Group Code. Write the test group code ______ in the boxes, and grid the corresponding bubbles. |

Wait until students have finished.

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

Next, open your test and answer book to page 2. The session number is at the top of each page that follows. Today, you may work only in Session 1. Check the pages in Session 1 until you reach the STOP sign to see that all page numbers are in order and that there aren’t any missing or upside-down pages. Do not read any of the items before the test begins. If you see any problems, raise your hand. *(Pause while students check the page numbers.)*

When you come to this STOP sign during the test, you have finished Session 1. Do not go on to Session 2. If you complete Session 1 before time is called, go back and check your work.

If no defective books are found, continue to the next SAY box. If a defective book is found, contact your school assessment coordinator to obtain a replacement, and add the new security number to your required administration information.
Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator so that a new PreID label is printed and applied to the test and answer book. Set the defective book aside, grid the DNS bubble, and return it with all other NOT TO BE SCORED materials.

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

- go on to Session 2
- talk to other students or make any disturbance
- look at another student’s test and answer book *(or reference sheet)*
- allow another student to look at your test and answer book *(or reference sheet)*
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper
- have any electronic or recording devices in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

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 in your test and answer book 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**  
You will have 90 minutes to complete this test session, and you will be permitted to continue working if you need additional time. Now, turn to the **Directions for Completing the Response Grids** on pages 3 and 4. Read silently as I read aloud.

1. **Work the problem and find an answer.**
2. **Write your answer in the answer boxes at the top of the grid.**
   - Write your answer with the first digit in the left answer box OR with the last digit in the right answer box.
   - Write only one digit or symbol in each answer box. Do NOT leave a blank answer box in the middle of an answer.
   - Be sure to write a decimal point, negative sign, or fraction bar in the answer box if it is a part of the answer.
3. Fill in a bubble under each box in which you wrote your answer.
   • Fill in one and ONLY one bubble for each answer box. Do NOT fill in a bubble under an unused answer box.
   • Fill in each bubble by making a solid mark that completely fills the circle.
   • You MUST fill in the bubbles accurately to receive credit for your answer.

When a percent is required to answer a question, do NOT convert the percent to its decimal or fractional equivalent. Grid in the percent value without the % symbol. Do the same with dollar amounts.

Do NOT write a mixed number, such as $13\frac{1}{2}$, in the answer boxes. Change the mixed number to an equivalent fraction, such as $\frac{27}{2}$, or to an equivalent decimal, such as 13.25. Do not try to fill in $13\frac{1}{2}$, as it would be read as $13\frac{1}{2}$ and would be counted wrong.

You may refer to the Directions for Completing the Response Grids at any time during this session.

Now, turn to the Geometry EOC FSA Mathematics Reference Sheet on pages 5 and 6 of your test and answer book. The reference sheet contains formulas and conversions you may need to answer the mathematics questions. You may refer to these pages at any time during this test session but do not tear the reference sheet out of the book. Now, close your book.

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

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

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

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 test and answer book.

Please raise your hand if you have any questions.

Answer all questions.

You will have 90 minutes to complete this test session.

Remember the following:

• Do not go on to Session 2.
• Mark your answers directly in your test and answer book.
• Read each item carefully so you will understand how to respond.
• Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.
Script for Administering the Accommodated Paper-Based FSA Geometry EOC Assessment—Session 1

- When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.
- Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will not be scored.
- When you have completed this session, you may review your work in this session only.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

You may not have scratch paper, but you may use the blank space in your test and answer book as work space.

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. Then, close your test and answer book and 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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book (and reference sheet). Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended.

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. Then, close your test and answer book and raise your hand. I will come and collect your test and answer book (and reference sheet). Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write.

Please raise your hand if you have any questions.

Answer all questions.
Script for Administering the Accommodated Paper-Based FSA Geometry EOC Assessment—Session 1

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

Open your test and answer book to page 8 and begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 45 minutes from the STARTING time,

**SAY** Stop. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.

After a short break,

**SAY** Now, be seated. You still have 45 minutes to complete this session, and I will let you know when there are 10 minutes left. Remember, when you come to the STOP sign, you have finished Session 1. You may not go on to Session 2.

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

After 35 minutes,

**SAY** There are 10 minutes left in the 90-minute test session. Remember, do not go on to Session 2.

After 10 more minutes,

**SAY** Stop. Put your pencil down and close your test and answer book. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, I will collect your test and answer book (and reference sheet) now.

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

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

<table>
<thead>
<tr>
<th>SAY</th>
<th>Now, we will continue testing. You have until _____ to continue working, and I will let you know when there are 10 minutes left.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Now, open your test and answer book and continue working.  Adam: I'm sorry, I can't hear you. I have a hearing problem.</td>
</tr>
</tbody>
</table>

At 10 minutes before the stopping time,

| SAY | You have 10 minutes to finish Session 1. Remember, do not go on to Session 2. |

After 10 more minutes,

| SAY | Stop. Put your pencil down and close your test and answer book. |

Collect all test and answer books (and reference sheets).

Complete the following steps:

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

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 Paper-Based Geometry EOC Assessment—Session 2

90+ Minutes

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

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

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

If you are administering the test to students using a large print accommodation, use this script along with the instructions on pages 104–106. If you are administering the test to students using a one-item-per-page accommodation, use this script along with the instructions on pages 107–109.

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. The student should close his or her test and answer book and should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

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

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

• When reading the following script, please note that optional words are italicized and in parentheses.
• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 25–26 of the Spring 2020 FSA PBT Manual.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 18–19 of the Spring 2020 FSA PBT Manual and that you have all test materials needed for this test session.

2. Display the four-digit test group code assigned by your school assessment coordinator.

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

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 No. 2 pencil
   • A handheld scientific calculator with the allowable functionality only
   • Geometry EOC FSA Mathematics Reference Sheet (Reference sheets are included in the test and answer books, so paper reference sheets should be provided only if your school is providing copies for all students. You may provide new printed copies of the reference sheet for Session 2 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Session 1, then make sure that each student receives the same reference sheet that he or she used during Session 1.)

   SAY Today, you are going to take Session 2 of the FSA Geometry EOC test. If you have not taken Session 1 of the Geometry EOC test, please raise your hand.

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

   SAY Remove all materials from your desk except a No. 2 pencil and your calculator (and your Geometry EOC FSA Mathematics Reference Sheet).

   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.

   You may not have any electronic or recording devices, other than your calculator, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets, smartwatches, cameras, 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).

Distribute the Geometry EOC test and answer books (and reference sheets). Each student should receive the test and answer book (and reference sheet) with his or her name on it.

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

**SAY**

Your No. 2 pencil, your calculator, and your FSA Geometry EOC test and answer book (and reference sheet) should be the only things on your desk. Make sure you have the test and answer book with your name on it. You may not return to or change any answers from Session 1.

Now, look at the box labeled Session 2 Test Group Code. Write the test group code _____ in the boxes, and grid the corresponding bubbles. (Pause.)

Find the remaining plastic tab sealing Session 2 of your book. Carefully pull the tab out and down. Do not remove any remaining pieces of the tab.

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

**SAY**

Next, open your test and answer book to the beginning of Session 2. The session number is at the top of each page that follows. Today, you may work only in Session 2. 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. Do not read any of the items before the test begins.

If you see any problems, raise your hand. If not, close the book and sit quietly.

Wait until all students finish. If no defective books are found, continue to the next SAY box. If a defective book is found, contact your school assessment coordinator to obtain a replacement with the same form number, and add the new security number to your required administration information.

Do not remove the student PreID label from the defective book. Direct the student to write his or her name, date of birth, school name, district name, and today’s date in the box in the upper left corner on the front cover of the replacement book, and notify your school assessment coordinator. The student’s responses from Session 1 will need to be transcribed into the new test and answer book, and a PreID label will need to be printed and applied.

**SAY**

You will have 90 minutes to complete this test session. When you come to the STOP sign, you have finished Session 2. If you complete Session 2 before time is called, go back and check your work. Do not go back and work in Session 1.

Remember the following:

- Do not work in Session 1.
- Mark your answers directly in your test and answer book.
- Read each item carefully so you will understand how to respond.
- Completely fill in the bubble or bubbles that you choose for your answer. If you change an answer, be sure to erase completely.
• When gridding a bubble or bubbles to provide your answer, only mark the bubbles you want to count as correct answers. If you draw a line or an X through an answer that you think is wrong and the mark goes into a bubble, that bubble might be counted as your answer.
• Do not circle bubbles. If you circle the bubbles instead of filling them in, your answers will not be scored.

Try to answer every question. If you aren’t sure how to answer a question, skip it and keep going. After you have answered all the other questions, go back and answer any questions you skipped.

You may not have scratch paper, but you may use the blank space in your test and answer book as work space. Remember, you may refer to the Directions for Completing the Response Grids on pages 3 and 4 and the Geometry EOC FSA Mathematics Reference Sheet at the beginning of the session at any time. Remember, do not remove the reference sheet from the test and answer book. Now, close your book.

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

Now, look at your 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 test and answer book.

Please raise your hand if you have any questions.

Answer all questions.

Before taking Session 1 of this test, you signed below the Testing Rules Acknowledgment in your test and answer book to indicate that you understand the testing rules. These testing rules are also in place for Session 2 of the test. Please remember that during this test you must not:
• work in Session 1
• talk to other students or make any disturbance
• look at another student’s test and answer book (or reference sheet)
• allow another student to look at your test and answer book (or reference sheet)
• ask for help answering any test questions
• give help to another student in answering test questions
• have notes or scratch paper
• have any electronic or recording devices, other than 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.

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. Then, close your test and answer book and 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. Then, close your test and answer book and raise your hand. I will come and collect your (reference sheet,) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. 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. Then, close your test and answer book and raise your hand. I will come and collect your (reference sheet,) test and answer book and calculator. Once I have collected your materials, I will not be able to return them to you. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write. Please raise your hand if you have any questions. |

Answer all questions.

| SAY | You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I will remind you when there are 10 minutes left in the session. Open your test and answer book to the beginning of Session 2 and begin working. |
Script for Administering the Accommodated Paper-Based FSA Geometry EOC Assessment—Session 2

Complete the following:

<table>
<thead>
<tr>
<th>Complete the following:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STARTING time:</td>
<td></td>
</tr>
<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.

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

Do not use cell phones, classroom phones, computers, or other devices (except to contact your school assessment coordinator in an emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 45 minutes from the STARTING time,

**SAY** Stop. Put your pencil down and close your test and answer book. You may stand and stretch, but do not talk.

After a short break,

**SAY** Now, be seated. You still have 45 minutes to complete this session, and I will let you know when there are 10 minutes left.

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

After 35 minutes,

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

After 10 more minutes,

**SAY** Stop. Put your pencil down and close your test and answer book. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, I will collect your (reference sheet,) test and answer book and calculator now.

Collect (reference sheets,) test and answer books and calculators.

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

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

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

At 10 minutes before the stopping time,

**SAY** You have 10 minutes to finish Session 2. Remember, do **not** go back to Session 1.

After 10 more minutes,

**SAY** Stop. Put your pencil down and close your test and answer book.

Collect all (reference sheets,) test and answer books and calculators.

Complete the following steps:

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

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

3. Ensure that the box at the upper left corner of the front cover has been completed by each student and that the information on the PreID label is accurate and complete.

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

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

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

5. Return all materials to your school assessment coordinator as described on page 105 of the Spring 2020 FSA PBT Manual.
Large Print
Test Administrator Instructions

These instructions serve as a guideline for administering paper-based assessments to students who use large print materials. These instructions should be used along with the paper-based test administration scripts on pages 2–103 of this document.

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

Assemble Large Print Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using large print materials. Read the following information to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator. See Test Administrator Responsibilities Before Testing on pages 18–22 of the Spring 2020 FSA PBT Manual for additional information.

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

Assemble the following large print test materials:

- **Test Administrator**
  - Required Administration Information
  - Sheet of Blank PreID Labels
  - Regular Print Test and Answer Books
  - Special Document Return Envelopes
- **Student**
  - Large Print Test and Answer Books
  - Large Print Writing Planning Sheets (FSA Writing only)

Large Print Scripts

You will use the test administration scripts on pages 2–103 of this document to administer assessments to students using large print materials. **No modifications to the paper-based test administration scripts are necessary to administer large print tests.**

Prepare Student Large Print Documents

To ensure that each student’s test documents are processed correctly, ensure that the student name, date of birth, school name, district name, and today’s date are written on the front cover of the large print test and answer book.
PreID labels must be applied and all information on the front of each student’s regular print test and answer book must be filled in accurately and completely. For information about PreID labels, see pages 8–9 of the Spring 2020 FSA PBT Manual.

**Distribute Large Print Materials**

Refer to the information on page 131 of the Spring 2020 FSA PBT Manual and to the Test Administrator Responsibilities Before Testing section on pages 18–22 of the Spring 2020 FSA PBT Manual to ensure that you have all necessary materials.

**Transcribe Large Print Student Responses**

Students using large print materials will record their responses directly in the large print test and answer book. School/district personnel must transcribe the student’s responses from the large print test and answer book into the regular print test and answer book included in the student’s return envelope. It is recommended that one school/district staff member transcribes the student’s responses into the regular print book and another staff member reviews the transcription to ensure accuracy. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of each student’s regular print test and answer book (Form 1) has been filled in accurately and completely before placing it in the student’s Special Document Return Envelope.

Flexible responding accommodations should be provided as necessary to eligible students using large print materials to ensure that student responses are recorded correctly. For a student who cannot write legibly, you should record or transcribe the student’s responses into the regular print test and answer book provided for the student. If a student provides a typed response, ensure it is taped into the regular print test and answer book following the instructions on pages 120–121. If a student using large print materials provides verbal or signed responses, you will record the student’s responses in the student’s regular print test and answer books for provision of these accommodations only. In these cases, include the student’s large print test materials and the regular print test and answer book containing his or her responses in the student’s Special Document Return Envelope(s).

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

See page 127 of the Spring 2020 FSA PBT Manual for additional information on flexible responding accommodations.

**Return Large Print Materials**

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see page 19 of the Spring 2020 FSA PBT Manual). Make a copy for your files. Notify the school assessment coordinator immediately if any secure test materials are missing.

2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information. For each student who tested using large print materials, ensure that flexible presentation, flexible responding, and any other category of accommodations used during the test are recorded.
3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.

4. Ensure that the student name, date of birth, school name, district name, and today’s date are written in the box on the front cover of each student’s large print test and answer book.

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

6. If a test is TO BE SCORED, verify that the DNS bubble has not been gridded. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.

7. Place each student’s test materials (e.g., large print test and answer book, regular print test and answer book) in the Special Document Return Envelope. **Do not place materials for more than one student in the same envelope.** Do **not** seal the envelope(s).

8. Complete the front of the Special Document Return Envelope for each student.

9. Return the completed Special Document Return Envelopes and all other materials to your school assessment coordinator for transcription.
One-Item-Per-Page
Test Administrator Instructions

These instructions serve as a guideline for administering paper-based assessments to students who use one-item-per-page materials. These instructions should be used along with the paper-based test administration scripts on pages 2–103 of this document.

Assemble One-Item-Per-Page Materials

Your school assessment coordinator will provide the materials needed to administer tests to students using one-item-per-page materials. Read the following information to ensure that you have all appropriate materials. If you are missing any materials or have questions about their use, contact your school assessment coordinator. See Test Administrator Responsibilities Before Testing on pages 18–22 of the Spring 2020 FSA PBT Manual for additional information.

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

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

- **Test Administrator**
  - Required Administration Information
  - Sheet of Blank PreID Labels
  - Regular Print Test and Answer Books
  - Special Document Return Envelope

- **Student**
  - One-Item-Per-Page Test and Answer Books
  - Writing Planning Sheets (FSA Writing only)
  - Reference Sheets (Grades 7–8 Mathematics and EOC only)

One-Item-Per-Page Scripts

You will use the test administration scripts on pages 2–103 of this document to administer Grades 8–10 ELA Writing and Grades 6–10 ELA Reading assessments to students using one-item-per-page materials. Modifications to the paper-based test administration scripts should be made as specified below and on the following page. It is important that you review the scripts and modifications before testing begins.

- Instruct students to print their name, school name, and district name in the box on the title page of the one-item-per-page test and answer book. The box in the upper right corner of the title page must be completed by each student, and school/district staff will be responsible for applying a PreID label and ensuring that all information on the front of each student’s regular print test and answer book has been filled in accurately and completely.
• Omit instructions to grid the test group code. School staff should grid the appropriate test group code(s) on the front of each student’s regular print test and answer book.

• Omit instructions to remove the seal. The one-item-per-page test and answer books do not contain seals.

• Omit instructions to check pages in the one-item-per-page test and answer book (if all pages of the test and answer book were checked prior to the test administration).

• Refer to or distribute the appropriate test and answer book page(s) to students as the remaining directions in the scripts are read aloud.

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

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

PreID labels must be applied and all information on the front of each student’s regular print test and answer book must be filled in accurately and completely. For information about PreID labels, see pages 8–9 of the Spring 2020 FSA PBT Manual.

**Distribute One-Item-Per-Page Materials**

Refer to the information in the Test Administrator Responsibilities Before Testing section on pages 18–22 of the Spring 2020 FSA PBT Manual, as well as the information in the Test Administrator Responsibilities During Testing section on pages 23–26 of the Spring 2020 FSA PBT Manual, to ensure that you have all necessary materials.

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

Students using one-item-per-page materials will record their responses directly in the one-item-per-page test and answer book. School/district personnel must transcribe the student’s responses from the one-item-per-page test and answer book into the regular print test and answer book included in the student’s return envelope. It is recommended that one school/district staff member transcribes the student’s responses into the regular print book and another staff member reviews the transcription to ensure accuracy. School/district personnel are responsible for applying a PreID label and ensuring that all information on the front of each student’s regular print test and answer book (Form 1) has been filled in accurately and completely, and for transcribing the student’s responses into the regular print document before placing it in the student’s Special Document Return Envelope.

Flexible responding accommodations should be provided as necessary to eligible students using one-item-per-page materials to ensure that student responses are recorded clearly. For a student who cannot write legibly, you should record or transcribe the student’s responses into the regular print test and answer book provided for the student. If a student using one-item-per-page materials provides verbal or signed responses, you must record the student’s responses in the student’s regular print test and answer book. In these cases, include the student’s one-item-per-page test materials and the regular print test and answer book containing his or her responses in the student’s Special Document Return Envelope(s).

If a student is using multiple learning media (e.g., a student uses braille materials and records his or her responses in a one-item-per-page test and answer book), make sure that the student’s responses are in one document type. Place the TO BE SCORED document containing the student’s responses in the student’s Special Document Return Envelope(s) according to the return instructions for that document type.
See Appendix A in the Spring 2020 FSA PBT Manual for additional information on flexible responding accommodations.

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

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see page 19 of the Spring 2020 FSA PBT Manual). Make a copy for your files. Notify the school assessment coordinator immediately if any secure test materials are missing.

2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information. For each student who tested using one-item-per-page materials, ensure that flexible presentation, flexible responding, and any other category of accommodations used during the test are recorded.

3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.

4. Ensure that the student name, school name, and district name are written in the box on the title page of each student’s one-item-per-page test and answer book.

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

6. If a test is TO BE SCORED, verify that the DNS bubble has not been gridded. If a DNS bubble is gridded by mistake, erase it completely and grid the UNDO bubble.

7. Ensure that student responses have been transcribed from the one-item-per-page test and answer book into the student’s regular print test and answer book.

8. Place each student’s test materials (e.g., one-item-per-page test and answer book, regular print test and answer book) in the Special Document Return Envelope. **Do not place materials for more than one student in the same envelope.** Do not seal the envelope(s).

9. Complete the Special Document Return Envelope for each student according to the instructions on the envelope.

10. Return the completed Special Document Return Envelopes and all other materials to your school assessment coordinator for transcription.
Instructions for Oral Presentation Accommodations

Use the instructions and examples below and on the following pages when providing oral presentation of an assessment to eligible students who have the accommodation documented in an IEP or Section 504 Plan. Any portions of tests that may be read aloud may also be signed for students who require use of sign language. These rules are consistent with text-to-speech functionality for FSA test items in computer-based tests.

For students with the oral presentation accommodation taking FSA Mathematics or EOCs, all directions, passages, test questions, and answer choices may be read aloud. Charts, tables, illustrations, and graphs may also be read aloud to students with the oral presentation accommodation. The test administrator or proctor may describe the charts, tables, illustrations, graphs, etc., in a manner similar to that which the student would normally encounter in the classroom, but the test administrator or proctor must exercise care not to use inflection that might lead a student to the correct/incorrect response.

For a student to qualify for the unique accommodation that allows auditory presentation of FSA ELA Writing and Reading Passages, the student must be severely visually disabled and without tactile or manual abilities; the student may also qualify if he or she is newly blind and has not yet learned braille or the student’s disability severely limits his or her ability to learn braille. This unique accommodation must be submitted by the district assessment coordinator to FDOE for approval.

Note: For any portions of tests that may be read aloud or signed for students with disabilities, assistance in heritage language only (not oral presentation) may be provided for students identified as English Language Learners (ELLs).

1. Directions, test questions, and answer choices may be read aloud.

2. Passages may **not** be read aloud, with the exception of students who have been approved for a unique accommodation (see pages 129–130 of the Spring 2020 FSA PBT Manual).

3. When passages or excerpts from passages appear within items, the following rules apply:
   - Words, phrases, and individual sentences from passages that appear in the stem or in the answer choices may be read aloud.
   - Portions of passages longer than one sentence that appear in the stem or in the answer choices may **not** be read aloud.
   - Paragraphs from passages (including individual sentences presented together in paragraph form) that appear in the stem or in the answer choices may **not** be read aloud. Only paragraph numbers may be read aloud.
   - Excerpts within editing task choice items, regardless of how long they are, may **not** be read aloud.
FSA ELA Examples

Example:

Read the passage and then answer Numbers 14 through 16. There are four underlined words or phrases in the passage to show which word or phrase may be incorrect.

People often talk about the beauty of a sunset or sunrise. The Sun is able to inspire many feelings in people awe, wonder, and even delight. Some of the Sun’s optical phenomena are so rare and mysterious that for centuries they were believed to have mystical associations. But knowing the scientific explanations for these natural light shows doesn’t make them any less breathtaking.

Rainbows, among the most common optical effects, are caused by a process known as refraction. Refraction takes place when the Sun’s light rays are bent, reflected, and split into an arc of color as they pass through drops of water in the atmosphere. This happens because light bends at different angles depending on its wavelength.

Other optical effects are rarer because they require more specific circumstances. One such phenomenon is variously called a parhelion, a mock sun, or referred to as a sundog. Sundogs are caused when flat, hexagonal ice crystals are present in the atmosphere. As the crystals move, light is refracted through the crystals to create a circular effect called a halo. If the crystals are being pushed in one direction by the wind, the light will be concentrated in spots on either side of the halo; these bright spots are known as sundogs.

Directions may be read aloud.

Do not read anything in this portion of the item aloud.

(Excerpts and answer choices for editing task items may not be read aloud. Editing task items are presented in a two-column format.)

Now answer Numbers 14 through 16. Choose the correct word or phrase for each of the following.

14. The Sun is able to inspire many feelings in people awe, wonder, and even delight.
   - people:
   - people,
   - people;
   - correct as is

15. Refraction takes place when the Sun’s light rays are bent, reflected, and split into an arc of color as they pass through drops of water in the atmosphere.
   - they split
   - it splits
   - splits
   - correct as is

16. Part A
   One such phenomenon is variously called a parhelion, a mock sun, or referred to as a sundog.
   - is also called a sundog
   - a sundog
   - sundogs
   - correct as is

   Part B
   If the crystals are being pushed in one direction by the wind, the light will be concentrated in spots on either side of the halo; these bright spots are known as sundogs.
   - halo,
   - halo;
   - halo/
   - correct as is
Example:

19. Choose the sentence that uses pronouns correctly.
   - While theater doesn’t fascinate everyone, many people love it.
   - While theater doesn’t fascinate everyone, many people love these.
   - While theater doesn’t fascinate everyone, many people love those.
   - correct as is

20. Choose the correct spelling.
   - individueal
   - individual
   - individule
   - correct as is

21. Choose the correct way to complete the sentence.
   - mistakes because they will have to think on their feet to fix them.
   - mistakes. Because they will have to think on their feet to fix them.
   - mistakes, because they will have to think on their feet to fix them.
   - correct as is

22. Choose the sentence that corrects the unclear pronoun.
   - Both the teachers and the classes are popular, and who are experts in their field.
   - Both the teachers and the classes are popular, and both are experts in their field.
   - Both the teachers and the classes are popular, and the students are experts in their field.
   - Both the teachers and the classes are popular, and the teachers are experts in their field.

Example:

Select the two correct meanings of the phrase **good to go** as it is used in the sentence.

"Students who live far apart, students who can’t leave home, students who want to take a class they can’t take nearby—all they need is a computer and an Internet connection and they’re **good to go**!" (paragraph 6)

- okay to leave
- able to learn quickly
- able to begin
- prepared to travel
- ready to start to learn
Example:

**Part A**
Fill in the circle before the sentence that shows how the author supports the idea that students who live far from each other can learn together.

① She tells about why students should learn online.
② She shares details about the way students learn online.
③ She gives examples of how online learning helps students.
④ She explains that the online classroom is only for a short time.

**Part B**
Fill in the circle before the two sentences that support the answer in part A.

④ It is also possible for students to live in different places and be a part of an online class together. ⑦ Each person goes to a website for the class he or she is taking. ⑤ Thousands of people can watch and listen to this class at the same time. ⑥ When they want to speak, they can use a microphone to ask and answer questions. ⑧ When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out. ⑨ The connection over the Internet is broken, and the online classroom disappears.

Example:

**Part A**
How has learning from distant places changed over time?

① Students can ask questions and get answers faster.
② Students can hear their teacher during the same class time.
③ Students use the mail to receive and send work.
④ Students live far apart from their classmates.

**Part B**
Select one sentence that supports the answer in part A.

① “The students can live in one country, and the teacher can be located in a different country.”
② “All the children could hear their teacher at the same time, but they were hundreds of miles apart.”
③ “They got their lessons in the mail, did their homework, and mailed it back to the teacher.”
④ “Everyone can see and hear everything that’s being said as it happens.”
⑤ “Sometimes, they don’t have to have a class where everyone is together all at once.”

Everything in this portion of the item may be read aloud.

Do not read anything in this portion of the item aloud.
(A paragraph from a passage that appears in an item may not be read aloud.)

Everything in this portion of the item may be read aloud.

Everything in this portion of the item may be read aloud.

(Individual sentences from a passage that appear in an item may be read aloud.)
Instructions for Oral Presentation Accommodations

Example:

Select the lines from Passage 2 that develop the speaker’s desire for adventure.

☐ Three of us afloat in the meadow by the swing,
   Three of us aboard in the basket on the lea.
   Winds are in the air, they are blowing in the spring,
   And waves are on the meadow like the waves there are at sea.

☐ Where shall we adventure, to-day that we’re afloat?
   Wary of the weather and steering by a star?
   Shall it be to Africa, a-steering of the boat,
   To Providence, or Babylon, or off to Malabar?

☐ Hi! but here’s a squadron a-rowing on the sea—
   Cattle on the meadow a-charging with a roar!
   Quick, and we’ll escape them, they’re as mad as they can be,
   The wicket is the harbour and the garden is the shore.

Everything in this portion of the item may be read aloud.

Do not read anything in this portion of the item aloud.
(More than two lines from a poetry passage that appear in an item may not be read aloud.)

Example:

Read this excerpt from Passage 2.

Our little isle is green and breezy,
Come and rest thee! O come hither,

Which set of contrasting ideas does this excerpt best portray?

☐ the harshness of the sea and the peace of the island
☐ the ugliness of the ship and the beauty of the island
☐ the comfort of home and the toughness of the open sea
☐ the excitement of the battlefield and the dullness of the sea

Everything in this portion of the item may be read aloud.

Everything in this portion of the item may be read aloud. While the excerpt contains more than one sentence, there are only two lines of poetry included. Two lines or fewer may be read aloud.

Example:

Which lines from Passage 2 illustrate the harshness of the sea?

☐ The sea is lonely, the sea is dreary;/The sea is restless and uneasy;/
   Thou seekest quiet, thou art weary, (lines 1–3)
☐ As the dark waves of the sea/Draw in and out of rocky rifts,/Calling solemnly to thee (lines 12–14)
☐ With voices deep and hollow,—"To the shore/Follow! O, follow! (lines 15–17)
☐ To be at rest among the flowers;/Full of rest, the green moss lifts,/As the dark waves of the sea (lines 10–12)

Everything in this portion of the item may be read aloud.

Do not read anything in this portion of the item aloud.
(More than two lines from a poetry passage that appear in an item may not be read aloud. Lines of poetry in this item are denoted by slashes.)
FSA Mathematics Examples

For students with an oral presentation accommodation taking FSA Mathematics or EOCs, charts, tables, and graphs may be described to the students in a manner similar to that which the student would normally encounter in the classroom. If a student does not normally need charts, tables, and graphs described to them in the classroom, it would not be appropriate to describe them on the statewide assessments. The examples provided below and on the following pages are modeled from FSA secure browser text-to-speech descriptions and are generally provided for students with visual impairments who may not be able to access graphics.

Example:

Max collected data on the height of each of his 20 classmates. The box plot shown represents his data.

Click above the number line to complete the dot plot that could also represent these data.

The graphic should be described as follows: The box plot is titled Height of Max’s Classmates. The horizontal line is titled height, inches. The line has a range from 58 to 78 in increments of one. A box is drawn. The left side of the box is located at 62. The right side of the box is located at 70. A vertical line is drawn in the box located at 65. On the left side of the box a line is drawn connecting a point at 59 to the left side of the box. On the right side of the box a line is drawn connecting a point at 76 to the right side of the box.

The horizontal line under the dot plot is titled height, inches. The section of the number line ranges from 58 to 78 in increments of one. One dot is above 62. Two dots are above 65. Two dots are above 67. Two dots are above 70. One dot is above 71. One dot is above 73. One dot is above 74.

The graphic should be described as follows: The box plot is titled Height of Max’s Classmates. The horizontal line is titled height, inches. The line has a range from 58 to 78 in increments of one. A box is drawn. The left side of the box is located at 62. The right side of the box is located at 70. A vertical line is drawn in the box located at 65. On the left side of the box a line is drawn connecting a point at 59 to the left side of the box. On the right side of the box a line is drawn connecting a point at 76 to the right side of the box.

The horizontal line under the dot plot is titled height, inches. The section of the number line ranges from 58 to 78 in increments of one. One dot is above 62. Two dots are above 65. Two dots are above 67. Two dots are above 70. One dot is above 71. One dot is above 73. One dot is above 74.
Example:

Select the values of $x$ that make each equation or inequality true.

<table>
<thead>
<tr>
<th></th>
<th>$x = 1$</th>
<th>$x = 2$</th>
<th>$x = 3$</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2x + 5 = 9$</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>$2x + 5 &lt; 9$</td>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
<tr>
<td>$2x + 5 \leq 9$</td>
<td>G</td>
<td>H</td>
<td>I</td>
</tr>
</tbody>
</table>

Everything in this portion may be read aloud.

The table should be described as follows: A table is shown. The table has three rows and three columns. From left to right the column headings read: $x$ equals one. $x$ equals two. $x$ equals three. From top to bottom the row headings read: two $x$ plus five equals nine. Two $x$ plus five is less than nine. Two $x$ plus five is less than or equal to nine.

- X equals one. Two $x$ plus five equals nine. Option A. X equals two. Two $x$ plus five equals nine. Option B. X equals three. Two $x$ plus five equals nine. Option C.
- X equals one. Two $x$ plus five is less than nine. Option D. X equals two. Two $x$ plus five is less than nine. Option E. X equals three. Two $x$ plus five is less than nine. Option F.
- X equals one. Two $x$ plus five is less than or equal to nine. Option G. X equals two. Two $x$ plus five is less than or equal to nine. Option H. X equals three. Two $x$ plus five is less than or equal to nine. Option I.
Example:

A figure is shown.

The figure should be described as follows: A horizontal line is shown. Two rays extend upward from the horizontal line from a shared point, creating three angles. The angle to the left is labeled seven $x$. The label in the middle has a shaded angle marker and is labeled eight $x$. The angle to the right is labeled forty-four point four degrees.

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

Everything in this portion may be read aloud.

Everything in this portion may be read aloud.

44.4°
Example:

Maurice and Gina each have a container of water, as shown. 

The graphic should be described as follows: The left container titled Maurice has marks that are labeled from bottom to top five, ten, fifteen, twenty, and twenty-five liters. Between each of the labeled marks, there are four shorter marks that are not labeled. Water is shown in the container up to the third short mark above the mark labeled twenty. The right container titled Gina has marks that are labeled from bottom to top five, ten, fifteen, twenty, and twenty-five liters. Between each of the labeled marks, there are four shorter marks that are not labeled. Water is shown in the container up to the mark labeled ten.

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

Everything in this portion may be read aloud.
Example:

Polygon $ABCDE$ is shown on the coordinate grid.

Everything in this portion may be read aloud.

The coordinate grid should be described as follows: A coordinate grid is shown. The $y$-axis ranges from negative six to six in increments of one. The $x$-axis ranges from negative six to six in increments of one. A polygon is drawn on the coordinate grid. Connecting at point A negative three, two, point B one, two, point C three, negative one, point D zero, negative three and point E negative four, negative three.

What is the perimeter, to the nearest hundredth of a unit, of polygon $ABCDE$?

Everything in this portion may be read aloud.
Directions for Returning Typed FSA ELA Writing Responses

These instructions may be used to return typed responses for students taking a paper-based FSA ELA Writing Assessment.

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

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

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

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

3. Write the test and answer book lithocode number on each page of the student’s typed Writing response. The lithocode is a stand-alone eight-digit number on the bottom right corner of the front cover of the regular print test and answer book. The security number located next to the barcode should not be used.
4. Cut out and tape the student’s response into the regular print test and answer book so that it fits within the lined boxes and does not cover the T-Marks. In order for the student’s response to be scanned, the typed pages must be trimmed to fit completely within the lined boxes. Only the writing that is inside the lined boxes will be scored. Be sure to tape the response securely into the test and answer book by applying tape to all four sides of each typed page. Tape can be placed over the text on the edges of the response, but the tape may not cover the T-Marks. Scotch tape is recommended. Do not tape the typed response into a student’s large print test and answer book.

5. Use a No. 2 pencil to write “Typed Response” above the lined box on each page in the regular print test and answer book that contains a part of the student’s typed response. Be sure to write directly above the lined box and away from the T-Marks in each of the corners. Writing that appears outside of the T-Marks will not be captured.

6. Return the regular print test and answer book containing the student’s typed response to your school assessment coordinator with all other TO BE SCORED materials.
Copyright Statement for This Office of Assessment Publication

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Uniform System of Public K–12 Schools as defined in Section 1000.01(4), Florida Statutes. The copyright notice at the bottom of this page must be included in all copies.

All trademarks and trade names found in this publication are the property of their respective owners and are not associated with the publishers of this publication.

This publication is provided by the Florida Department of Education to Florida public schools free of charge and is not intended for resale.

Permission is not granted for distribution or reproduction outside of the Uniform System of Public K–12 Schools or for commercial distribution of the copyrighted materials without written authorization from the Florida Department of Education. Questions regarding use of these copyrighted materials should be sent by email to Assessment@fldoe.org or by postal mail to the following address:

The Administrator  
Office of Assessment  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399-0400

Copyright © 2020  
State of Florida  
Department of State