Please see the 2019–2020 Statewide Assessment Schedule found on the FSA Portal for the administration dates.

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

The Florida Department of Education (FDOE) will provide districts with scheduling guidance. Any deviation from this published schedule requires written approval from FDOE.

**Session Lengths by Grade Level and Subject**

**FSA ELA Writing**

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

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Session Length</th>
<th>Number of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>7–10</td>
<td>120 minutes</td>
<td>1</td>
</tr>
</tbody>
</table>

**FSA ELA Writing Retake**

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Session Length</th>
<th>Number of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Writing Retake</td>
<td>120 minutes</td>
<td>1</td>
</tr>
</tbody>
</table>

**FSA ELA Reading**

FSA ELA Reading assessments are administered in two sessions over two days.

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Session Length</th>
<th>Number of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>7–8</td>
<td>85 minutes</td>
<td>2</td>
</tr>
<tr>
<td>9–10</td>
<td>90 minutes</td>
<td>2</td>
</tr>
</tbody>
</table>
FSA ELA Reading Retake

The FSA ELA Reading Retake assessment is administered in two sessions over two days. For the FSA ELA Reading Retake sessions, any student who has not completed a session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Session Length</th>
<th>Number of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Reading Retake</td>
<td>90 minutes</td>
<td>2</td>
</tr>
</tbody>
</table>

FSA Mathematics

The Grades 7–8 FSA Mathematics assessments are administered in three sessions over two days; Session 1 must be administered on Day 1 and Sessions 2 and 3 on Day 2.

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Session Length</th>
<th>Number of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>7–8</td>
<td>60 minutes</td>
<td>3</td>
</tr>
</tbody>
</table>

FSA EOC Assessments

FSA EOC assessments are administered in two sessions over two days. Any student who has not completed a session by the end of the allotted time may continue working; however, each session may last no longer than half the length of a typical school day.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Session Length</th>
<th>Number of Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1 (including spring Retake) and Geometry</td>
<td>90 minutes</td>
<td>2</td>
</tr>
</tbody>
</table>

# Table of Contents

What’s New for Spring 2020 FSA Computer-Based Assessments ........................................................ vii
Reminders for Spring 2020 FSA Computer-Based Assessments ........................................................ viii
Glossary ...................................................................................................................................................... ix

Introduction: The FSA Program ................................................................................................................1
  Introduction ...............................................................................................................................................1
  About This Manual ................................................................................................................................1

Test Administration Policies and Procedures ............................................................................................2
  Administration Information .......................................................................................................................2
  Students to Be Tested ...............................................................................................................................2
  Special Programs Students ......................................................................................................................3
  General Information about Accommodations ............................................................................................5
  Make-Up Administration Procedures .......................................................................................................6
  Test Materials ...........................................................................................................................................6
  Scientific Calculators ...............................................................................................................................8
  Reference Sheets .....................................................................................................................................8
  Headphones/Earbuds .................................................................................................................................8
  CBT Tools ................................................................................................................................................8
  Computer and Device Preparations ..........................................................................................................9
  Test Tickets ..............................................................................................................................................9
  Student Demographic Information .........................................................................................................10
  Support During Testing ..........................................................................................................................12

Test Security Policies and Procedures ......................................................................................................13
  Admission of Students to Testing ...........................................................................................................14
  Proctors ...............................................................................................................................................14
  Security Numbers .................................................................................................................................14
  Test Irregularities and Security Breaches ...............................................................................................15

Test Invalidation Policies and Procedures ...............................................................................................17

Test Administrator Responsibilities Before Testing ..................................................................................19
  Conduct Practice Test ............................................................................................................................19
  Prepare the Room for Testing ................................................................................................................19
  Record Required Administration Information ......................................................................................20
  Complete Seating Charts ......................................................................................................................21
  Assemble Materials ...............................................................................................................................21
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive Materials</td>
<td>22</td>
</tr>
<tr>
<td>Communicate Testing Policies to Parents/Guardians and Students</td>
<td>24</td>
</tr>
<tr>
<td><strong>Test Administrator Responsibilities During Testing</strong></td>
<td>26</td>
</tr>
<tr>
<td>Prepare Student Computers and Devices</td>
<td>26</td>
</tr>
<tr>
<td>Read Script</td>
<td>26</td>
</tr>
<tr>
<td>Distribute Materials</td>
<td>27</td>
</tr>
<tr>
<td>Read Testing Rules Acknowledgment</td>
<td>27</td>
</tr>
<tr>
<td>Create, Start, Monitor, and Stop the Test Session</td>
<td>27</td>
</tr>
<tr>
<td>Keep Time</td>
<td>28</td>
</tr>
<tr>
<td>Maintain Test Security</td>
<td>28</td>
</tr>
<tr>
<td><strong>Script for Administering Grades 7–10 ELA Writing</strong></td>
<td>31</td>
</tr>
<tr>
<td><strong>Script for Administering the ELA Writing Retake</strong></td>
<td>39</td>
</tr>
<tr>
<td><strong>Script for Administering Grades 7–8 ELA Reading Session 1</strong></td>
<td>47</td>
</tr>
<tr>
<td><strong>Script for Administering Grades 7–8 ELA Reading Session 2</strong></td>
<td>55</td>
</tr>
<tr>
<td><strong>Script for Administering Grades 9–10 ELA Reading Session 1</strong></td>
<td>63</td>
</tr>
<tr>
<td><strong>Script for Administering Grades 9–10 ELA Reading Session 2</strong></td>
<td>71</td>
</tr>
<tr>
<td><strong>Script for Administering the ELA Reading Retake Session 1</strong></td>
<td>79</td>
</tr>
<tr>
<td><strong>Script for Administering the ELA Reading Retake Session 2</strong></td>
<td>89</td>
</tr>
<tr>
<td><strong>Script for Administering Grades 7–8 Mathematics Session 1</strong></td>
<td>99</td>
</tr>
<tr>
<td><strong>Script for Administering Grades 7–8 Mathematics Session 2</strong></td>
<td>107</td>
</tr>
<tr>
<td><strong>Script for Administering Grades 7–8 Mathematics Session 3 (Short Break)</strong></td>
<td>115</td>
</tr>
<tr>
<td><strong>Script for Administering Grades 7–8 Mathematics Session 3 (Extended Break)</strong></td>
<td>121</td>
</tr>
<tr>
<td><strong>Script for Administering the Algebra 1 EOC/Algebra 1 Retake EOC Assessment Session 1</strong></td>
<td>129</td>
</tr>
<tr>
<td><strong>Script for Administering the Algebra 1 EOC/Algebra 1 Retake EOC Assessment Session 2</strong></td>
<td>139</td>
</tr>
<tr>
<td><strong>Script for Administering the Geometry EOC Assessment Session 1</strong></td>
<td>149</td>
</tr>
<tr>
<td><strong>Script for Administering the Geometry EOC Assessment Session 2</strong></td>
<td>159</td>
</tr>
<tr>
<td><strong>Test Administrator Responsibilities After Testing</strong></td>
<td>168</td>
</tr>
<tr>
<td>Return Materials to the School Assessment Coordinator</td>
<td>168</td>
</tr>
<tr>
<td><strong>School Assessment Coordinator Responsibilities Before Testing</strong></td>
<td>169</td>
</tr>
<tr>
<td>Receive Materials</td>
<td>169</td>
</tr>
<tr>
<td>Manage Student Information in TIDE</td>
<td>169</td>
</tr>
<tr>
<td>Print Test Tickets</td>
<td>170</td>
</tr>
<tr>
<td>Assign Writing or Reading Passage Booklets</td>
<td>170</td>
</tr>
<tr>
<td>Collect Required Administration Information</td>
<td>170</td>
</tr>
</tbody>
</table>
### Table of Contents

Create Seating Charts ............................................................................................................................ 170
Maintain Test Materials Chain of Custody Form .................................................................................. 170
Assign Proctors ...................................................................................................................................... 171
Arrange Testing of Special Programs Students ..................................................................................... 171
Ensure Implementation of Accommodations .......................................................................................... 171
Meet with Technology Coordinator ....................................................................................................... 171
Prepare Test Settings, Computers, and Devices .................................................................................... 172
Oversee Preparation and Training ......................................................................................................... 172
Arrange CBT Practice Test Sessions ....................................................................................................... 174

**School Assessment Coordinator Responsibilities During Testing** ...................................................... 175
Distribute Test Materials.......................................................................................................................... 175
Supervise Test Administration and Maintain Test Security .................................................................. 175
Review Testing Rules Acknowledgment ............................................................................................... 175
Monitor Student Progress ...................................................................................................................... 176
Supervise Make-Up Test Administrations ............................................................................................. 176

**School Assessment Coordinator Responsibilities After Testing** ...................................................... 177
Receive Materials from Test Administrators ......................................................................................... 177
Update Student Information .................................................................................................................. 177
Invalidate Tests ...................................................................................................................................... 177
Record Accommodations ....................................................................................................................... 177
Prepare Materials for Return ................................................................................................................. 177

**District Assessment Coordinator Responsibilities Before Testing** .................................................. 179
Receive Materials .................................................................................................................................. 179
Collect Required Administration Information ....................................................................................... 179
Prepare for Practice Test Sessions ......................................................................................................... 180
Collect Seating Charts ........................................................................................................................... 180
Create TIDE Accounts ........................................................................................................................... 180
Train School Assessment Coordinators and Technology Coordinators ................................................. 180
Arrange to Test Special Programs Students ........................................................................................... 181
Ensure Implementation of Accommodations .......................................................................................... 182

**District Assessment Coordinator Responsibilities During Testing** .................................................. 183
Monitor Test Administration and Maintain Test Security ..................................................................... 183
Test Status Monitoring ........................................................................................................................... 183
Communicate with FDOE ....................................................................................................................... 183

**District Assessment Coordinator Responsibilities After Testing** ................................................... 184
Prepare Boxes for Return ....................................................................................................................... 184
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Securely Store District Assessment Coordinator ONLY Boxes</td>
<td>184</td>
</tr>
<tr>
<td><strong>Appendix A: Accommodations</strong></td>
<td>185</td>
</tr>
<tr>
<td>Overview</td>
<td>186</td>
</tr>
<tr>
<td>Test Accommodations for Students with Disabilities (General Information)</td>
<td>186</td>
</tr>
<tr>
<td>Accommodations for Students with Disabilities</td>
<td>187</td>
</tr>
<tr>
<td>Unique Accommodations</td>
<td>191</td>
</tr>
<tr>
<td>Accommodations for English Language Learners (ELLs)</td>
<td>192</td>
</tr>
<tr>
<td>Instructions for Oral Presentation Accommodations</td>
<td>193</td>
</tr>
<tr>
<td><strong>Appendix B: FSA Help Desk</strong></td>
<td>203</td>
</tr>
<tr>
<td><strong>Appendix C: FSA Paper-Based Materials Return Instructions</strong></td>
<td>205</td>
</tr>
<tr>
<td>Introduction</td>
<td>206</td>
</tr>
<tr>
<td>Prepare Materials for Return</td>
<td>206</td>
</tr>
<tr>
<td>Package Materials for Return</td>
<td>207</td>
</tr>
<tr>
<td>Label Boxes for Return</td>
<td>212</td>
</tr>
<tr>
<td>Return Materials to Contractor</td>
<td>212</td>
</tr>
<tr>
<td>Prepare District Assessment Coordinator ONLY Boxes</td>
<td>216</td>
</tr>
<tr>
<td><strong>Appendix D: Florida Test Security Statute and Rule</strong></td>
<td>219</td>
</tr>
<tr>
<td>Florida Test Security Statute</td>
<td>221</td>
</tr>
<tr>
<td>Florida State Board of Education Test Security Rule</td>
<td>223</td>
</tr>
<tr>
<td><strong>Appendix E: Perforated Forms and Signs</strong></td>
<td>225</td>
</tr>
<tr>
<td>2019–2020 Test Administration and Security Agreement</td>
<td>227</td>
</tr>
<tr>
<td>Spring 2020 Test Administrator Prohibited Activities Agreement</td>
<td>229</td>
</tr>
<tr>
<td>Test Materials Chain of Custody Form</td>
<td>231</td>
</tr>
<tr>
<td>Security Log</td>
<td>233</td>
</tr>
<tr>
<td>Administration Record/Security Checklist</td>
<td>235</td>
</tr>
<tr>
<td>Test Administrator CBT Checklist</td>
<td>237</td>
</tr>
<tr>
<td>School Assessment Coordinator CBT Checklist</td>
<td>239</td>
</tr>
<tr>
<td>District Assessment Coordinator CBT Checklist</td>
<td>241</td>
</tr>
<tr>
<td>Do Not Disturb Sign</td>
<td>243</td>
</tr>
<tr>
<td>Electronic Devices Sign</td>
<td>245</td>
</tr>
<tr>
<td>No Calculators Sign</td>
<td>247</td>
</tr>
<tr>
<td>Session 1 Sign</td>
<td>249</td>
</tr>
<tr>
<td>Session 2 Sign</td>
<td>251</td>
</tr>
<tr>
<td>Session 3 Sign</td>
<td>253</td>
</tr>
<tr>
<td>Sample Planning Sheet</td>
<td>255</td>
</tr>
<tr>
<td>CBT Worksheet</td>
<td>257</td>
</tr>
</tbody>
</table>
What’s New for Spring 2020
FSA Computer-Based Assessments

1. The Test Administrator Responsibilities During Testing section of this manual contains new information regarding standardization policies on page 30. All school and district personnel must review these new policies and adhere to them during testing.

2. In Spring 2020, assessments will be split into two test administrations in the Test Information Distribution Engine (TIDE):
   - Spring 2020 FSA ELA Retake/Algebra 1 Retake
   - Spring 2020 FSA Writing/Reading/Mathematics/End-of-Course

3. All schools must download and install the most current FSA Secure Browser for 2019–2020 test administrations. Please check for the latest version on the Secure Browsers page on the FSA Portal at https://FSAssessments.org/technology-resources/secure-browsers.stml.

4. Supported browsers and operating systems for Computer-Based Testing (CBT) are now listed on the Supported Systems & Requirements page on the Technology Resources section of the FSA Portal at https://FSAssessments.org/supported-systems-requirements.stml.

5. CBT Work Folders, Writing Planning Sheets, and CBT Worksheets are now packaged in packs of 25.

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

7. The CBT Coordinator role in TIDE has been renamed to School Assessment Coordinator. This role retains the same permissions to manage information in TIDE before, during, and after testing.

8. Beginning in Spring 2020, the braille options for FSA Mathematics and EOC assessments will include:
   - UEB with Nemeth (contracted and uncontracted)
   - UEB Technical (contracted and uncontracted)

9. Beginning in Spring 2020, schools/districts will be responsible for transcribing students’ responses from large print test and answer books into the regular print test and answer books included with each student’s large print materials.

10. The Answer Document Tracking Report in TIDE is now called the Secure Material Tracking Report and will contain all the materials sent to schools and districts with security barcodes. The new report will be available in TIDE as soon as materials are packed and shipped.
Reminders for Spring 2020
FSA Computer-Based Assessments

1. If a technical issue interrupts testing and cannot be resolved quickly, schools should contact the FSA Help Desk at 866-815-7246 and notify the district assessment office immediately. School assessment coordinators and technology coordinators should familiarize themselves with the information in Appendix B in case they need to contact the FSA Help Desk for support before or during testing.

2. Students who need to retake the FSA Algebra 1 EOC will take the Algebra 1 Retake EOC assessment, and students taking the assessment for the first time will take the Algebra 1 EOC assessment. Students may not take both assessments.

3. For Grades 7–8 Mathematics and FSA EOC assessments, handheld calculators are allowed for specific sessions only. See page 8 for more information. All school personnel, especially test administrators, must be made aware of this policy. Providing a calculator in the wrong test session (Session 1) is cause for test invalidation.

4. If students will use handheld calculators during Grades 7–8 Mathematics or EOC assessments, school personnel must ensure that the models used adhere to the guidelines in the Calculator and Reference Sheet Policies for Florida Standards Assessments (FSA) Mathematics Assessments, which is posted on the FSA Portal. Providing a calculator with prohibited functionality is cause for test invalidation.

5. The 2019–2020 FSA Accommodations Guide is available on the FSA Portal and should be used for all administrations this school year. The guide provides information and resources for the administration of statewide FSA assessments to students with allowable accommodations.

6. Districts and schools are required to report whether students have testing accommodations listed in their Individual Education Plans (IEPs) or Section 504 Plans. This information will be captured on the PreID file as well as when adding a new student in TIDE. Schools must also maintain records of accommodations provided and accommodations used with their required administration information.

7. All students must have headphones or earbuds during both sessions of Grades 7–10 ELA Reading and ELA Reading Retake, and headphones/earbuds should be plugged in prior to launching the secure browser on student devices.

8. If students will use any CBT accommodations (e.g., text-to-speech, masking, passage booklets), school assessment coordinators must ensure that students have been assigned the appropriate accommodation(s) in TIDE prior to testing to ensure that they are assigned the correct CBT form.

9. The School Assessment Coordinator (SAC) role has the ability to submit Re-open a test session and Re-open a test requests in TIDE for students who need to return to the test or a specific session. The district assessment coordinator will be responsible for approving these requests to allow students to continue testing. Re-open requests are not necessary if a student pauses or is logged out of a test and needs to return to the same session on the same day.

10. Grades 7–8 Mathematics students who have an extended time accommodation listed on their IEPs or Section 504 Plans may test one Mathematics session per day.

11. English Language Learners (ELLs) who have been enrolled in school in the United States for less than one year may no longer be exempt from the FSA ELA assessments (Reading and Writing). All ELLs must participate in FSA assessments, including ELA.
Glossary

**American Institutes for Research (AIR):** AIR is the assessment vendor for FSA assessments.

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

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

**FSA Portal:** Resources and information for district and school personnel are located on the FSA Portal, which is accessed at [www.FSAssessments.org](http://www.FSAssessments.org). The portal includes links to the Test Information Distribution Engine (TIDE), Test Administrator (TA) Training Site, Test Delivery System (TDS), Assessment Viewing Application (AVA), and the FSA Reporting System.

**FSA Reporting System:** The FSA Reporting System delivers state, district, and school score results.

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

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

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

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

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

**Test Information Distribution Engine (TIDE):** TIDE is the enrollment and user management system for FSA assessments. Student enrollment and test eligibility information is managed in TIDE. All school and district personnel involved in the administration of FSA assessments must have TIDE user accounts.

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

Introduction

The Florida Standards in Mathematics and English Language Arts were approved by the Florida State Board of Education in February 2014 and were fully implemented in grades K–12 in the 2014–2015 school year. All Florida schools teach the Florida Standards, and the Florida Department of Education (FDOE) has contracted with the American Institutes for Research (AIR) to develop and administer the Florida Standards Assessments (FSA) statewide assessments. These assessments provide parents, teachers, policy makers, and the general public with information regarding how well students are learning the Florida Standards.

For more information about the FSA program, please visit the FSA Portal at www.FSAAssessments.org.

About This Manual

This test administration manual includes scripts and instructions for administering the Spring 2020 computer-based Grades 7–10 FSA ELA Writing (including Retake), Grades 7–10 FSA ELA Reading (including Retake), Grades 7–8 FSA Mathematics, and FSA EOC assessments.

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

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

Due to changes in policy as well as administration processes, information in this manual can change significantly from one year to the next. Even experienced district and school assessment coordinators, technology coordinators, and test administrators are responsible for reading and becoming familiar with all information in this manual.

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

- **TIDE User Guide** (district and school assessment coordinators)
- **Test Administrator User Guide** (test administrators and school assessment coordinators)
- **Practice Tests Guide** (test administrators and school assessment coordinators)
- **2019–2020 FSA Accommodations Guide** (test administrators and district and school assessment coordinators, as applicable)
- **AVA User Guide** (test administrators and school assessment coordinators)

For a complete list of user guides for FSA systems, see the User Guide Matrix, located on the portal.

Test Administration Policies and Procedures

Administration Information

Refer to the inside front cover of this manual for test administration information and session lengths. Any deviation from this schedule must be approved in writing by FDOE.

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

Any student who has not finished by the end of the allotted time for an EOC or Retake session may continue working up to half the length of a typical school day.

Students to Be Tested

All students enrolled in tested grade levels/subjects participate in the Spring 2020 FSA administration with or without accommodations, per s. 1008.22(3)(a), Florida Statutes (F.S.). Students who have received a GED diploma are not eligible to participate in FSA administrations.

Students should take the test(s) appropriate for the grade level/subject in which they are receiving instruction. Students may test above grade level, but may not test below grade level. For FSA ELA, students must take the same grade-level test for ELA Writing and ELA Reading to receive an ELA score.

FSA ELA Retake

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

Grade 10 students who entered Grade 9 during the 2018–2019 school year will participate in the Spring 2020 Grade 10 FSA ELA assessment.

FSA EOC Assessments

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>Algebra 1 – 1200310</td>
</tr>
<tr>
<td></td>
<td>Algebra 1 Honors – 1200320</td>
</tr>
<tr>
<td></td>
<td>Algebra 1-B – 1200380</td>
</tr>
<tr>
<td></td>
<td>Pre-AICE Mathematics 1 – 1209810</td>
</tr>
<tr>
<td></td>
<td>Pre-AP Algebra 1 – 1200386</td>
</tr>
<tr>
<td></td>
<td>IB Middle Years Program Algebra 1 – 1200390</td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry – 1206310</td>
</tr>
<tr>
<td></td>
<td>Geometry Honors – 1206320</td>
</tr>
<tr>
<td></td>
<td>Pre-AICE Mathematics 2 – 1209820</td>
</tr>
<tr>
<td></td>
<td>IB Middle Years Program Geometry – 1206810</td>
</tr>
</tbody>
</table>
The following students are also eligible to participate in FSA EOC administrations:

- Students who still need to pass an assessment for graduation purposes (Algebra 1 only)
- Students who must earn a passing score on an assessment for a standard diploma with a scholar designation (Geometry only)
- Students who have not yet taken an assessment to be averaged as 30% of their course grades
- Students who are in grade forgiveness programs and wish to retake an assessment to improve their course grades
- Students in a Credit Acceleration Program (CAP) who wish to take an assessment to earn course credit

**Students Confined to Custodial or Residential Institutions**

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

**Special Programs Students**

For all special programs students, the parent/guardian is responsible for contacting the district to register the student for the selected assessments and for transporting the student to and from the district-assigned testing location. The parent/guardian is also responsible for providing the following to the testing location on or before the day of the test: all student demographic information (see pages 10–11), photo identification (if the student is unknown to the test administrator or other school staff), and emergency contact information. See the table on page 4 for district and school numbers for special programs students.

**Home Education Program Students**

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

**McKay Scholarship Program Students**

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

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

**Virtual School Program Students**

Students enrolled full time in a virtual school program who meet the requirements for students to be tested for this administration must be accommodated for testing in the district in which they reside, per s. 1002.45(6)(b), F.S., unless other arrangements with the virtual school program have been made. These students should not be confused with Home Education Program students.
Students who receive part-time instruction from a virtual program and who are enrolled in a brick-and-mortar district public school or the district Home Education Program should be coded with the district/school numbers for their organization of enrollment to ensure that scores are reported to the correct schools.

**Private School Students**

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

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

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

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

**English Language Learners (ELLs)**

All ELLs participate in statewide assessments. Students who are identified as ELLs must be provided with the allowable accommodations listed on pages 192–193 of Appendix A.

**Students with Disabilities**

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

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

All determinations regarding participation in the statewide assessment program must be documented in the student’s IEP or Section 504 Plan.
Per s. 1008.212, F.S., a student with a disability who the IEP team determines is prevented by a circumstance or condition from physically demonstrating the mastery of skills that have been acquired and are measured by the statewide standardized assessment, a statewide standardized EOC assessment, or an alternate assessment shall be granted an extraordinary exemption from the administration of the assessment. A learning, emotional, behavioral, or significant cognitive disability, or the receipt of services through the homebound or hospitalized program in accordance with Rule 6A-6.03020, Florida Administrative Code (F.A.C.), is not, in and of itself, an adequate criterion for the granting of an extraordinary exemption. A written request for an extraordinary exemption must be submitted to the district school superintendent by the student’s IEP team no later than 60 calendar days before the first day of the administration window of the assessment for which the request is made. An exemption request for FSA ELA applies to both Writing and Reading assessments and should have been submitted no later than 60 calendar days before the first day of the FSA ELA Writing test administration. The Commissioner of Education shall determine whether the extraordinary exemption is granted or denied.

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

**General Information about Accommodations**

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

Refer to the 2019–2020 FSA Accommodations Guide for information and instructions about accommodated paper-based assessments.

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

**Computer-Based Accommodations**

- Masking
- Text-to-speech
- American Sign Language (ASL) videos for audio content on ELA Reading tests
- Closed Captioning (CC) for audio content on ELA Reading tests

**Writing Passage Booklets**

- Regular print Writing Passage Booklets
- Large print Writing Passage Booklets

**Reading Passage Booklets**

- Regular print Reading Passage Booklets
- Large print Reading Passage Booklets

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

Students who are identified as ELLs must be provided with the allowable accommodations listed on pages 192–193 of Appendix A.

Make-Up Administration Procedures

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

For all FSA assessments, sessions must be completed in the designated order. For example, Session 1 must be completed before Session 2. For assessments with three sessions, students must complete Session 1 and Session 2 before completing Session 3. Two- or three-session tests must be administered over two days (with Session 1 administered on Day 1 and Sessions 2 and 3 administered on Day 2 for three-session tests). Students with extended time accommodations may test one session per day. Any students absent for a session may not participate in the next session until they have completed the session that they missed.

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

Test Materials

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

- Writing Planning Sheets
- Writing and Reading Passage Booklets
- CBT Worksheets
- Work Folders

Writing Planning Sheets

All students taking ELA Writing receive Writing Planning Sheets that they may use to take notes and plan their responses. The planning sheet is a one-page, letter-sized sheet. The front of the sheet is lined. The Testing Rules Acknowledgment is printed on the back of the sheet.

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

Writing and Reading Passage Booklets

For computer-based administrations of ELA Writing and Reading, Writing Passage Booklets or Reading Passage Booklets are provided for eligible students who have these accommodations listed in their IEPs or Section 504 Plans. Students must be marked in TIDE with this accommodation prior to testing to ensure that the passages in their CBT test form match the passages in the passage booklet. Regular print and large print versions of the passage booklets are available. The Writing Passage Booklets contain the writing passages but do not contain the writing prompt. The Reading Passage Booklets contain the reading passages but do not contain test items. Students may write in the booklets but will respond to the writing prompt or to test items on the computer or device they are using to take the assessment. Sessions 1 and 2 of the Reading Passage Booklet are sealed separately. Students should break the appropriate seal at
the beginning of each session, according to the instructions in the administration script. **Passage booklets are secure materials and must be stored in a secure location before and after testing.** See the Return Instructions for School Assessment Coordinators section in the 2019–2020 FSA Accommodations Guide for instructions on how to return passage booklets.

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

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

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

**CBT Worksheets**

CBT Worksheets are one-page letter-sized worksheets. Students may use the front and back of the worksheet to take notes during each session of ELA Reading. The Testing Rules Acknowledgment is printed on the back of the CBT Worksheet.

Worksheets are distributed to students at the beginning of each ELA Reading test session. School assessment coordinators and test administrators must ensure that students have enough desk space to use their worksheets.

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

**Work Folders**

CBT Work Folders are four-page folders that students may use to work the problems. The Testing Rules Acknowledgment is printed on page 2. The last page of the folder (back cover) is printed with graph paper.

Work folders are distributed to students at the beginning of each Mathematics and EOC test session. School assessment coordinators and test administrators must ensure that students have enough desk space to use their folders.

Each student must be given a new work folder for each Mathematics and EOC test session, with the exception of Grades 7–8 FSA Mathematics. For Sessions 2 and 3 of Grades 7–8 FSA Mathematics, students should use the same work folder for Session 2 and Session 3. **Used work folders are considered secure materials and must be kept in locked storage and placed in the District Assessment Coordinator ONLY boxes.**
Scientific Calculators

Grades 7 and 8 FSA Mathematics and Algebra 1/Algebra 1 Retake and Geometry EOC assessments include a scientific calculator in the secure browser. The scientific calculator is only available for Sessions 2 and 3 of the Grades 7 and 8 Mathematics and for Session 2 of the EOCs.

Handheld scientific calculators may be provided to all students during Session 2 and (if applicable) Session 3 only. The Calculator and Reference Sheet Policies for Florida Standards Assessments (FSA) Mathematics Assessments document, available on the FSA Portal, includes a list of required and prohibited calculator functionalities as well as a list of FDOE-approved calculators for the 2019–2020 school year.

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

Reference Sheets

Reference sheets are provided for the Grades 7–8 FSA Mathematics and FSA EOC assessments in the secure browser for computer-based tests. Schools may provide hardcopy reference sheets to students. Schools that provide hardcopy reference sheets must ensure that copies are available for all students taking the test. Any hardcopy reference sheets must be printed or copied from the files found on the portal. Copies must not be made from used reference sheets or sheets that contain notes or handwriting. Each copy must be carefully checked against the original to ensure that all content is copied and that it is clear and easy to read. Schools may provide each student with a new copy of the reference sheet for Session 2 on Day 2, or they may return the same hardcopy reference sheet from Session 1 for students to use during Session 2 (and Session 3 for middle grades Mathematics who will use the reference sheet for Sessions 2 and 3 on Day 2).

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

Headphones/Earbuds

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

CBT Tools

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

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

<table>
<thead>
<tr>
<th><strong>Accessibility Setting</strong></th>
<th><strong>Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background Color Choice</strong></td>
<td>Background and text color combination applied to a student’s test. The color combination a student chooses will remain throughout each test session.</td>
</tr>
<tr>
<td><strong>Print Size</strong></td>
<td>The selected print size becomes the default in that student’s test. Regardless of the print size assigned, all students can use the Zoom buttons to toggle between the five levels of print size.</td>
</tr>
<tr>
<td><strong>Mouse Pointer</strong></td>
<td>Students can change the size and color of the mouse pointer. The size and color a student chooses will remain throughout each test session.</td>
</tr>
</tbody>
</table>

**Additional Tool Available on FSA ELA Writing and Reading Sessions**

| **Notes**                         | This tool provides an on-screen notepad to take notes. The same notepad is available throughout the entire test. The text in this notepad is not scored, but is monitored.                               |

**Additional Tools Available on FSA Mathematics and EOC Assessments**

| **Calculator**                    | A student can use the built-in calculator on specified sessions of the Grades 7–8 FSA Mathematics and FSA EOC assessments.                                                                                   |
| **Formula**                       | This tool can be used to view the applicable reference sheet.                                                                                                                                               |
| **Notepad**                       | A student can use an on-screen notepad to take notes. The notepad is specific to each item in the test.                                                                                                    |

**Computer and Device Preparations**

The latest version of the 2019–2020 AIR Secure Browser must be installed on all computers or devices that students will use for testing. Instructions for installing the secure browser are available on the FSA Portal. Information on devices supported for testing are found in *Technology Setup for Online Testing* on the FSA Portal.
It is strongly recommended that the FSA Infrastructure Trial be run on each computer or device prior to the test administration. The Infrastructure Trial uses mock content that simulates the loading and processing of an operational test administration. Instructions for running this trial can be found in the *FSA Infrastructure Trial Guide*, available on the portal.

**Test Tickets**

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

![Test Ticket Example](image)

### Student Demographic Information

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

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

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

**Primary Exceptionality**

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

### Primary Exceptionality Classifications

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

### Section 504

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

### Testing Accommodations Listed on IEP or Section 504 Plan

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

### ELL

This field indicates whether a student has been identified as limited English proficient pursuant to section 1003.56(2)(a), F.S., and is currently receiving services in a program operated in accordance with an approved ELL district plan (LY students).

### Test Indicator

Ensure that the correct test mode is marked for the test a student will take. It is especially important that students be marked appropriately for assessments with graduation implications (Grade 10 ELA, ELA Retake, Algebra 1 EOC, or the spring Algebra 1 EOC Retake). Students cannot be assigned both an EOC and a Mathematics assessment. The available fields for this indicator are as follows:

#### ELA Writing/ELA Reading

- E = Eligible for Computer-Based Testing
- P = Regular Print
- L = Large Print
- C/D = Contracted UEB Braille
- U/V = Uncontracted UEB Braille
- I = One-Item-Per-Page
- N = Not Testing

#### Mathematics/EOC

- E = Eligible for Computer-Based Testing
- P = Regular Print
- L = Large Print
- C = Contracted UEB Technical Braille
- D = Contracted UEB with Nemeth Braille
- U = Uncontracted UEB Technical Braille
- V = Uncontracted UEB with Nemeth Braille
- I = One-Item-Per-Page
- N = Not Testing
Support During Testing

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

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

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

Examples of prohibited activities include the following:

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

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

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

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

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

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

District assessment coordinators must ensure that all school administrators, school assessment coordinators, technology coordinators, test administrators, and proctors receive adequate training prior to this administration, and that all personnel sign and return a 2019–2020 Test Administration and Security Agreement, located in Appendix E, stating that they have read and agree to abide by all test administration and test security policies and procedures. Additionally, any other person who assists a school assessment coordinator, technology coordinator, or test administrator must sign and return an agreement.

Test administrators must sign the Spring 2020 Test Administrator Prohibited Activities Agreement, located in Appendix E. All school and district personnel must be aware of and adhere to new standardization policies during testing listed on page 24.
Test Security Policies and Procedures

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

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

Admission of Students to Testing

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

Proctors

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

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

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

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

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

Proctors and anyone who assists with any aspect of test preparation or administration must be informed of the test security laws and rules prohibiting any activities that may threaten the integrity of the test. Each proctor who enters a testing room for any length of time must sign a 2019–2020 Test Administration and Security Agreement and the Security Log for that room. These forms are located in Appendix E.

Security Numbers

All Reading and Writing Passage Booklets are secure documents and must be protected from loss, theft, or reproduction in any medium. A unique identification number and a barcode are printed on the front cover of all secure documents. The security number consists of the last eight digits of the identification number.
Schools must maintain test security by using the security numbers to account for all secure test materials before, during, and after test administration until the time they are returned to the contractor.

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

**Test Irregularities and Security Breaches**

**Test Irregularities**

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

**Security Breaches**

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

**Submit a Written Report**

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

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

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

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

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

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

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

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

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

For more information on how to process CBT test invalidations, see page 177.

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

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

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

3. **A student becomes ill and is unable to finish, or a student is not allowed the correct amount of time.** Invalidation decisions should be made based on whether the student was provided adequate time to respond completely to the test items. The student should be asked if he or she is comfortable with his or her performance on the test to determine if the test should be scored. If the student feels he or she was provided enough time to respond completely, the test should be submitted for scoring. If it is determined that the student was not provided adequate time to respond completely and the validity of the test results has been compromised, the test should be invalidated. However, if the validity of the test results has not been compromised and the student has not left the school’s campus, the student may return to the testing room during the same school day to complete the test session. If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that test session.

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

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

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

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

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

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

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

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

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

Remember, prior to testing you must:

- Read, sign, and return a 2019–2020 Test Administration and Security Agreement verifying that you have read the appropriate sections of the test administration manual, are familiar with the test security statute and security policies, and have received adequate training; and
- Read, sign, and return a Spring 2020 Test Administrator Prohibited Activities Agreement.

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

Conduct Practice Test

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

All students who will participate in a computer-based Spring 2020 administration for the first time must participate in a practice test conducted at their school for the subject test they are scheduled to take. Students should be encouraged to access the practice test on the portal and practice on their own.

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

Prepare the Room for Testing

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

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

Sufficient workspace should be provided for students to use their test materials (e.g., planning sheets, reference sheets, worksheets, work folders). Students must not be able to easily view other students’ computer screens or devices, planning sheets, passage booklets, reference sheets, worksheets, or work folders. If administering a practice test, check the configuration of your testing room to make sure you will be able to provide a secure environment during testing. Make adjustments prior to the test administration. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens).
When you arrive on the day of testing, open each student computer or device in the testing room to the student login screen as indicated in the script, but do not log in for students. Ensure that you have a way to contact the technology coordinator or school assessment coordinator without leaving the room unattended.

Outside each door to the testing room, post a sign that reads TESTING IN PROGRESS—Please Do Not Disturb. Post the Electronic Devices sign, appropriate Session sign, and (if applicable) No Calculators sign inside the testing room where they will be visible to all students. Perforated signs are provided in Appendix E. For all test sessions, display starting and stopping times as instructed in the test administration script.

Refer to the chart on page 14 for the number of proctors needed. It is recommended that at least one proctor be assigned to all testing rooms, even those with 25 or fewer students.

**Record Required Administration Information**

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

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

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

**Accommodations Codes**

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

Use the following codes to record accommodations with required administration information.

**For ESE/504 students:**

- 1-FP = Flexible Presentation
- 1-FR = Flexible Responding
- 1-FSC = Flexible Scheduling
- 1-FSE = Flexible Setting
- 1-AD = Assistive Devices

**For ELL students:**

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

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

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

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

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

Assemble Materials

Test Administration Manual

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

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

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

Pencils/Pens

Students taking computer-based tests should have a pen or pencil to sign below the Testing Rules Acknowledgment, write their names, take notes, and/or work the problems on their planning sheets, worksheets, or work folders, as applicable, on each day of testing.
Test Administrator Responsibilities Before Testing

**Computer or Mobile Device**

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

**Watch or Clock**

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

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

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

**Security Log**

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

**Do Not Disturb Sign**

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

**Electronic Devices Sign**

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

**No Calculators Sign**

Prior to Session 1 of the Grades 7–8 Mathematics and EOC assessments, post the No Calculators sign from Appendix E where it will be visible to all students.

**Session Signs**

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

**Receive Materials**

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

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

Writing Passage Booklets

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

Reading Passage Booklets

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

Writing Planning Sheets

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

Students must print their names on the front of the planning sheet. Students sign below the Testing Rules Acknowledgment on the back of the planning sheet, as indicated in the test administration script. Students may use the front and back of the planning sheets to plan (prewrite, outline, jot down ideas, cluster, web, etc.) before writing their responses. All planning sheets must be collected immediately after testing and returned to your school assessment coordinator. Used planning sheets are considered secure materials and must be returned to the school assessment coordinator with other secure materials.
Work Folders
You will receive work folders for all students participating in CBT administrations of FSA Mathematics and EOCs. You should have extra work folders on hand in case students need additional space to work the problems. The Testing Rules Acknowledgment is printed on page 2 of the work folder. Distribute the work folders before testing as instructed in the administration scripts, and collect work folders after each test session. Each student must be given a new work folder for each EOC test session. Used work folders are considered secure materials and must be returned to the school assessment coordinator with other secure materials.

New work folders are distributed at the beginning of each test session, with the exception of Grades 7–8 FSA Mathematics. For Sessions 2 and 3 of Grades 7–8 FSA Mathematics, students should use the same work folder for Session 2 and Session 3.

CBT Worksheets
You will receive CBT Worksheets for all students participating in CBT administrations of FSA ELA Reading assessments. The Testing Rules Acknowledgment is printed on the back of the worksheet. Distribute worksheets as instructed in the administration scripts, and collect worksheets after each test session. Each student must be given a new worksheet for each Reading test session. Used worksheets are considered secure materials and must be returned to the school assessment coordinator with other secure materials.

Calculators
A scientific calculator is available in the secure browser for Sessions 2 and 3 of Grades 7 and 8 FSA Mathematics and Session 2 of FSA EOC assessments. Handheld scientific calculators may be used by students only if all students are provided a handheld calculator. Handheld scientific calculators must be on the approved list or have only the allowable functionality indicated in the FSA Calculator and Reference Sheet Policies document (available on the FSA Portal).

The calculator is only available to students in Sessions 2 and 3 of Grades 7 and 8 Mathematics and Session 2 of EOC assessments. If providing handheld calculators, ensure that students are provided handheld calculators in the appropriate test sessions only.

Reference Sheets
An electronic version of the reference sheet is available for Grades 7–8 FSA Mathematics and FSA EOC assessments in the secure browser. If your school will provide paper copies of the reference sheets to students, distribute copies as indicated in the administration script. All reference sheets must be collected immediately after testing and returned to your school assessment coordinator. Used reference sheets are secure materials. See page 8 for more information regarding reference sheets.

Communicate Testing Policies to Parents/Guardians and Students
Prior to testing, make sure students and their parents/guardians understand the following policies:

- **Electronic Devices Policy**—Students are not permitted to have any electronic devices, including, but not limited to, cell phones, smartphones, and smartwatches, at any time during testing or during breaks (e.g., restroom), even if they are turned off or students do not use them. If a student is found with an electronic device, his or her test will be invalidated. For information regarding limited exceptions for students with eligible accommodations, see Appendix A.
• **Testing Rules Acknowledgment**—All FSA tests include a Testing Rules Acknowledgment that reads: “I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.” Prior to testing, test administrators read the rules to students, and students acknowledge that they understand the testing rules by signing below the statement in their planning sheets, worksheets, work folders, or test and answer books.

• **Calculator Policy**—For FSA Mathematics and FSA EOC assessments, calculators may be used during Session 2 and 3 (if applicable) only. Schools must ensure that handheld calculators meet the specifications published by FDOE.

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

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

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

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

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

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

Prepare Student Computers and Devices

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

Read Script

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 7–10 ELA Writing</td>
<td>31–38</td>
</tr>
<tr>
<td>FSA ELA Writing Retake</td>
<td>39–46</td>
</tr>
<tr>
<td>Grades 7–10 ELA Reading</td>
<td>47–78</td>
</tr>
<tr>
<td>FSA ELA Reading Retake</td>
<td>79–97</td>
</tr>
<tr>
<td>Grades 7–8 Mathematics</td>
<td>99–127</td>
</tr>
<tr>
<td>FSA EOCs</td>
<td>129–167</td>
</tr>
</tbody>
</table>

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

For information about CBT accommodations (text-to-speech, masking, ASL, CC) and paper-based accommodations (regular print, large print, braille, one-item-per-page), refer to the 2019–2020 FSA Accommodations Guide, available on the FSA Portal. Scripts and instructions for administering braille accommodations are provided with the braille test materials and are also available on the portal.

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

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

Read Testing Rules Acknowledgment

After you read the testing rules in the script, students will sign below the Testing Rules Acknowledgment that is printed on page 2 of the work folder and on the back of the worksheet and planning sheet. The acknowledgment reads, “I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.” As you read the portion of the script regarding the Testing Rules Acknowledgment, walk around the room and ensure that all students sign below the acknowledgment.

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

Create, Start, Monitor, and Stop the Test Session

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

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

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

Create a Test Session

To create a test session, complete the following steps:

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

To log in to the test, students will enter their first names, their usernames, and the Session ID. It is important that students check that their demographic information on the test ticket is correct and enter their usernames and first names exactly as they appear on the test ticket. If any information is incorrect on a ticket, contact your school assessment coordinator.
Test Administrator Responsibilities During Testing

### Approve Students to Test

Once students have logged in to the test, you must approve them. In the TA Interface, select the Approvals button to review the list of students ready to begin testing. Ensure that all students have logged in correctly; then, select **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

You can also approve students individually or review their test settings or accommodations by clicking the corresponding Test Settings icon \(\text{[○]}\).

### Monitor Test Session

During testing, monitor student progress by viewing the Progress column in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. If a student is logged out of the test, click the more info button \(\text{[more info]}\) in the Test Status column to see more details. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during testing.

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

### Stop Test Session

Once all students have paused or submitted their tests, end the test session immediately by clicking **STOP** in the TA Interface. This will pause any remaining tests, so only select **STOP** after all students have finished testing. Then log out of the TA Interface by clicking **Logout**.

### Keep Time

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

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

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

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

### Maintain Test Security

Maintain test security at all times, and report violations or concerns to your school assessment coordinator immediately. Adhere to the **Test Security Policies and Procedures** described on pages 13–16 and the...
Test Administrator Responsibilities During Testing

Statute and Rule in Appendix D, and abide by the 2019–2020 Test Administration and Security Agreement and the Spring 2020 Test Administrator Prohibited Activities Agreement that you signed prior to testing.

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

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

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

Supervise Test Administration

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

- students have cleared their desks or workstations of all materials except for the appropriate test materials (pens or pencils, test tickets, reference sheets, passage booklets, planning sheets, worksheets, or work folders, as applicable)
- students do not have books, notes, scratch paper, or electronic devices of any kind during testing, even if they do not use them
- students do not have a handheld calculator during Session 1 of Grades 7–8 Mathematics or an EOC assessment
- students do not talk to other students or make any disturbance
- students have signed below the Testing Rules Acknowledgment
- students are working independently

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

Discussing Test Content with Students

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

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

New Standardization Policies

Below you will find new test administration policies for the Spring 2020 test administration that add specific prohibited behaviors, in addition to those previously listed in the prohibited activities agreement. While it is your responsibility to monitor the testing room at all times to ensure that students are working independently and do not access any unauthorized aids or electronic devices, during testing you may not:

- **Offer incentives, use checklists, or monitor students for use of testing strategies.** While you may prepare students for testing using strategies, such as underlining key words in passages or items, you may not actively monitor them to ensure they are using certain strategies. You may not offer incentives or rewards for using strategies during testing. Student work during testing must be independent of any influence or incentives. Once testing begins, students must work on their own with the understanding that they are being monitored for independent work only.

- **Instruct a student to return to check his or her work once they have finished.** While you may reread portions of the script during the break, including the section about checking their work once students have finished, you may not approach individual students who appear to have finished and instruct them to go back to their test materials and check their work. This includes individual inquiries, such as “Are you sure you are finished?” or “Did you answer every item?”

- **Instruct students to “brain dump” formulas or strategies once they receive materials but before testing begins.** Once test materials are in the room, you are prohibited from interfering with students’ use of those materials, even before testing begins. This includes telling students to list formulas or strategy acronyms on their materials. Any student notes, marks, or other work must be independent and not influenced by a test administrator or proctor.

Technical Issues

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

Student Reports a Defective Item

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

After Testing Is Complete

If permitted by your school assessment coordinator, you may allow students to read after they have finished a session and their test materials (e.g., test tickets, reference sheets, work folders, worksheets, and planning sheets) have been collected. While still in the testing room, students are not permitted to write or to use their computers or devices after they have finished a session, even after their test materials have been collected. **Test materials may not be returned to students once the materials have been collected.**
Script for Administering
Grades 7–10 ELA Writing

120 Minutes

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

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

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

During this test, remember the following:

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

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

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

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

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

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

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

• 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 24–25.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.

2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. Do not distribute tickets until instructed to do so in the script.
3. Ensure that the Electronic Devices sign is visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix E.)

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

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

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

7. If you have students who require Writing Passage Booklets (see pages 6–7), make sure that the students have been assigned this accommodation in TIDE and that you have received the booklets from your school assessment coordinator. Do not distribute the booklets until instructed to do so in the script.

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

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

Create a Test Session

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

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

3. Select the test you will be administering and then click Start Operational Session.

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

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

SAY

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

You will have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes.
If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Now, hold up a sample planning sheet.

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

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

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

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

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

Distribute the test tickets.

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

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

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

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

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.
SAY Now, turn your planning sheet over and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

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

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

Are there any questions?

Answer all questions.

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

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

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

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

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

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

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

Once you ensure that all students have logged in correctly, approve students to test by selecting Approve All Students. Read the information on the Important! pop-up window and select Yes.
Now, you should see a screen that says *Help Guide and Test Settings.*

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

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

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

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

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

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

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

Now, on the *Help Guide and Test Settings* screen, click *View Test Settings.* You should see a screen that says *Review Test Settings.*

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

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

Click **OK** to save your changes and return to the *Help Guide and Test Settings* screen. Do **not** begin your test at this time.

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

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

Click **Back** to return to the *Help Guide and Test Settings* screen.

Do **not** click *Begin Test Now* until I tell you to do so.
If you have students who will use Writing Passage Booklets:

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

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

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

| SAY | If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your (passage booklet,) planning sheet and test ticket before you leave the room. While outside the testing room, you are not permitted to access any electronic devices or discuss the test with anyone. You have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes. I’ll remind you when there are 10 minutes left in the test. Now, click **Begin Test Now** and begin working. |

Complete the following:

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

Display the STARTING and STOPPING times for students.

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

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.
Script for Administering Grades 7–10 ELA Writing

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

After 60 minutes from the STARTING time,

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

After a short break,

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

You may now continue working.

After 50 minutes,

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

After 10 more minutes,

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

Click Submit Test. A Warning message will appear. Click Yes on this message. (Pause.)

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

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

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

Complete the following steps:

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

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

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

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

4. Return all materials to your school assessment coordinator as described on page 168.
Script for Administering the ELA Writing Retake

120+ Minutes

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

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

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

During this test, remember the following:

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

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

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

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

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

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

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

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

- Be familiar with the prohibited activities listed on the *Test Administrator Prohibited Activities Agreement* that you signed, including the new standardization policies described on pages 24–25.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**

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

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 session.**

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

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

8. If you have students who require Writing Passage Booklets (see pages 6–7), make sure that the students have been assigned this accommodation in TIDE and that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**

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

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

![Please Sign In](image)

### Create a Test Session

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

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

3. Select **FSA ELA Writing Retake** and then click **Start Operational Session.**

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

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.
Today, you are going to take the FSA ELA Writing Retake. Remove all materials from your desk except your pen or pencil and your planning sheet.

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

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

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

Now, hold up a sample planning sheet.

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

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

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

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

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

Distribute the test tickets.

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

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

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

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

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

Pause and assist students with logging in as needed.
### Script for Administering the ELA Writing Retake

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

Assist any students who raise their hands.

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

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

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

Are there any questions?

**Answer all questions.**

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

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

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

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

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

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

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select **Refresh** to see all the students in your testing room on your list.
**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [ ]. Test settings and/or accommodations for individual students are displayed. If changes to accommodations are required, click the deny button and contact your school assessment coordinator who will update the student’s test settings in TIDE.

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

---

**SAY**

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

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

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

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

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

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

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

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

Now, on the **Help Guide and Test Settings** screen, click **View Test Settings**. You should see a screen that says **Review Test Settings**.

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

---

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

**SAY**

Click **OK** to save your changes and return to the **Help Guide and Test Settings** screen. Do **not** begin your test at this time.

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

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

**SAY**

Click **Back** to return to the **Help Guide and Test Settings** screen.

Do **not** click **Begin Test Now** until I tell you to do so.
If you have students who will use Writing Passage Booklets:

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

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

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

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your (passage booklet,) planning sheet and test ticket before you leave the room. While outside the testing room, you are not permitted to access any electronic devices or discuss the test with anyone. You have 120 minutes to complete this test, and we will take a short stretch break after 60 minutes. After 120 minutes, you will be permitted to continue working if you need additional time. I’ll remind you when there are 10 minutes left in the test.</td>
</tr>
</tbody>
</table>

Now, click Begin Test Now and begin working.

Complete the following:

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

Display the STARTING and STOPPING times for students.

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

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

After 60 minutes from the STARTING time,

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

After a short break,

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

After 50 minutes,

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

After 10 more minutes,

| SAY | Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time. If you have finished working, click End Test. A pop-up message will appear. Make sure the message says, “You have reached the end of the test.,” and then click Yes. (Pause.) Click Submit Test. A Warning message will appear. Click Yes on this message. (Pause.) On the Test Completed screen, click Log Out. You will be taken to the Please Sign In screen. I will collect your (passage booklet,) planning sheet and test ticket. |

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

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

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

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

At 10 minutes before the stopping time,

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

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

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

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

Complete the following steps:

1. Ensure that you have all *(passage booklets,)* planning sheets and test tickets and that your required administration information and testing room seating chart are accurate and complete.
2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

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

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

4. Return all materials to your school assessment coordinator as described on page 168.
Script for Administering Grades 7–8 ELA Reading

Session 1

85 Minutes

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

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

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

During this test session, remember the following:

• Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
• Ensure that all students in your testing room have participated in a practice test. If any students have not completed a practice test, contact your school assessment coordinator.
• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
• For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.
• If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.
• If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
• When reading the following script, please note that optional words are italicized and in parentheses.
• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
3. Ensure that the Electronic Devices sign and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix E.)
4. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.
5. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A CBT Worksheet
6. If you have students who require Reading Passage Booklets (see pages 6–7), make sure that the students have been assigned this accommodation in TIDE and that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**
7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
8. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.
9. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student **Please Sign In** screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

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

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator and student inactivity. Do not create your session until immediately prior to testing.
SAY Today, you are going to take Session 1 of Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.

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

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

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

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

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

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

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

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

Distribute the test tickets.

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

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

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

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

Pause and assist students with logging in as needed.

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

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

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

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

Are there any questions?

Answer all questions.

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

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

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

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

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

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

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students.** Read the information on the **Important!** pop-up window and select **Yes.**
Now, you should see a screen that says Audio Checks. Put your headphones or earbuds on now. In the Sound Check section, click the speaker icon. Adjust the volume, if necessary. If you can hear the sound, click Yes. A green tab with a checkmark will appear in the upper-right corner of the Sound Check section.

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

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

Now, on the Help Guide and Test Settings screen, click View Test Settings. You should see a screen that says Review Test Settings.

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

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

Click OK to save your changes and return to the Help Guide and Test Settings screen. Do not begin your test at this time.

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

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

Click Back to return to the Help Guide and Test Settings screen.

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

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

Today you will complete Session 1, which contains items (For Grade 7 SAY: 1 through 30) (For Grade 8 SAY: 1 through 30). Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

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

Option A

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

Please raise your hand if you have any questions.

OR
Option B

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

Please raise your hand if you have any questions.

OR

Option C

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

Please raise your hand if you have any questions.

**Answer all questions.**

If you have students who will use Reading Passage Booklets:

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

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

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

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

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

Now, click **Begin Test Now** and begin working.
Script for Administering Grades 7–8 ELA Reading—Session 1

Complete the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STARTING time:</td>
<td></td>
</tr>
<tr>
<td>Add 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 30 minutes:</td>
<td>+30 minutes</td>
</tr>
<tr>
<td>Time for 10-minute reminder:</td>
<td></td>
</tr>
<tr>
<td>Add 10 minutes:</td>
<td>+10 minutes</td>
</tr>
<tr>
<td>STOPPING time:</td>
<td></td>
</tr>
</tbody>
</table>

Display the STARTING and STOPPING times for students.

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

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

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

After 45 minutes from the STARTING time,

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

After a short break,

**SAY** Now be seated. You still have 40 minutes to complete this session, and I’ll let you know when there are 10 minutes left.

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

After 30 minutes,

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

After 10 more minutes,

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

Students will be returned to the login screen once they pause their tests. Collect (passage booklets,) worksheets and test tickets.
Once all students have paused their tests, end the test session by clicking **STOP** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.

Complete the following steps:

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

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

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

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

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

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

Session 2

85 Minutes

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

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

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

During this test session, remember the following:

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

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

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

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

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

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

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. Do not distribute tickets until instructed to do so in the script.
3. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix E.)
4. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.
5. Prior to testing, ensure that students have the following:
   • A pen or pencil
   • A new CBT Worksheet (Students should not use the same worksheets that they used in Session 1.)
6. If you have students who require Reading Passage Booklets, make sure that each student receives the same Reading Passage Booklet that he or she used during Session 1. Do not distribute the booklets until instructed to do so in the script.
7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
8. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.
9. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student Please Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

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

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator and student inactivity. Do not create your session until immediately prior to testing.
Today, you are going to take Session 2 of Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.

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

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

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

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

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

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

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

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

Distribute the test tickets.

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

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

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

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

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

Pause and assist students with logging in as needed.

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

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

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

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

Are there any questions?

Answer all questions.

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

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

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

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

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

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

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

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

Raise your hand if you cannot hear the sound. Click Continue.
Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have selected **Continue** on the **Audio Checks** screen,

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now, on the <strong>Help Guide and Test Settings</strong> screen, click <strong>View Test Settings</strong>. You should see a screen that says <strong>Review Test Settings</strong>. This screen allows you to choose the print size, background color, and mouse pointer for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click <strong>OK</strong> to save your changes and return to the <strong>Help Guide and Test Settings</strong> screen. Do <strong>not</strong> begin your test at this time. Below <strong>Test Settings</strong>, click <strong>View Help Guide</strong>. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today you will complete Session 2, which contains items (For Grade 7 SAY: 31 through 62) (For Grade 8 SAY: 31 through 62). Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.</td>
</tr>
</tbody>
</table>

**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. Do not click <strong>End Test</strong> until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions.</td>
</tr>
</tbody>
</table>

OR
Option B

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

Please raise your hand if you have any questions.

OR

Option C

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

Please raise your hand if you have any questions.

Answer all questions.

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

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

SAY Make sure you have the passage booklet with your name on it. Find the remaining plastic pull tab on the right side of your passage booklet. Gently pull the tab **out and down**. Do not remove any remaining pieces of the tab. Then, open your booklet and check each page through the end of the booklet to see that all page numbers are in order and that there aren’t any missing or upside-down pages. Do not read any of the passages before the test begins. If you see problems, raise your hand. If not, close the booklet and sit quietly.

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

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

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

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

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

Display the STARTING and STOPPING times for students.

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

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

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

After 45 minutes from the STARTING time,

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

After a short break,

**SAY** Now be seated. You still have 40 minutes to complete this session, and I’ll let you know when there are 10 minutes left.
Make sure you are on the screen where you left off. You may now continue working.

After 30 minutes,

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

After 10 more minutes,

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

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

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

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

Complete the following steps:

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

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

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

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

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

4. Return all materials to your school assessment coordinator as described on page 168.
Script for Administering Grades 9–10 ELA Reading—Session 1

90 Minutes

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

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

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

During this test session, remember the following:

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

• Ensure that all students in your testing room have participated in a practice test. If any students have not completed a practice test, contact your school assessment coordinator.

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

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

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

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

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.

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

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

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

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

6. If you have students who require Reading Passage Booklets (see pages 6–7), make sure that the students have been assigned this accommodation in TIDE and that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**

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

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

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

Create a Test Session

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

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

3. Select the test you will be administering and then click **Start Operational Session.**

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

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator and student inactivity. Do not create your session until immediately prior to testing.
Today, you are going to take Session 1 of Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.

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

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

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

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

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

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

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

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

Distribute the test tickets.

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

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

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

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

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

Pause and assist students with logging in as needed.

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

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

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

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

Are there any questions?

Answer all questions.

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

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

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

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

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

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

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

Once you ensure that all students have logged in correctly, approve students to test by selecting Approve All Students. Read the information on the Important! pop-up window and select Yes.
Now, you should see a screen that says Audio Checks. Put your headphones or earbuds on now. In the Sound Check section, click the speaker icon. Adjust the volume, if necessary. If you can hear the sound, click Yes. A green tab with a checkmark will appear in the upper-right corner of the Sound Check section.

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

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

Now, on the Help Guide and Test Settings screen, click View Test Settings. You should see a screen that says Review Test Settings.

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

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

Click OK to save your changes and return to the Help Guide and Test Settings screen. Do not begin your test at this time.

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

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

Click Back to return to the Help Guide and Test Settings screen.

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

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

Today you will complete Session 1, which contains items (For Grade 9 SAY: 1 through 31) (For Grade 10 SAY: 1 through 31). Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

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

Option A

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

Please raise your hand if you have any questions.

OR
Option B

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

Please raise your hand if you have any questions.

OR

Option C

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

Please raise your hand if you have any questions.

Answer all questions.

If you have students who will use Reading Passage Booklets:

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

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

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

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

You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. I’ll remind you when there are 10 minutes left in the session.

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

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

Display the STARTING and STOPPING times for students.

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

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

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

After 45 minutes from the STARTING time,

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

After a short break,

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

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

After 35 minutes,

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

After 10 more minutes,

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

Students will be returned to the login screen once they pause their tests. Collect (*passage booklets,*) worksheets and test tickets.
Once all students have paused their tests, end the test session by clicking **STOP** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.

Complete the following steps:

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

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

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

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

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

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

Session 2

90 Minutes

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

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

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

During this test session, remember the following:

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

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

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

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

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

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

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
3. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix E.)
4. Ensure that all student desktops are free of any unauthorized aids (e.g., word lists, dictionaries) and that any visual aids displayed in the testing room have been removed or covered.
5. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A new CBT Worksheet (Students should **not** use the same worksheets that they used in Session 1.)
6. If you have students who require Reading Passage Booklets, make sure that each student receives the same Reading Passage Booklet that he or she used during Session 1. **Do not distribute the booklets until instructed to do so in the script.**
7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
8. Ensure that each student has headphones or earbuds. Plug headphones or earbuds in and adjust volume prior to launching the secure browser.
9. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student **Please Sign In** screen is displayed as shown below. The computer or device is now ready for the student to begin.

![Please Sign In Screen](image)

Create a Test Session

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

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator **and** student inactivity. Do not create your session until immediately prior to testing.
Today, you are going to take Session 2 of Grade ___ FSA ELA Reading. Remove all materials from your desk except your pen or pencil and your CBT Worksheet.

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

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

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

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

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

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

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

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

Distribute the test tickets.

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

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

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

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

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

Pause and assist students with logging in as needed.

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

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

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

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

Are there any questions?

Answer all questions.

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

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

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

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

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

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

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

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

Raise your hand if you cannot hear the sound. Click Continue.
Assist students with their headphones/earbuds setup and contact your school or technology coordinator for assistance, if needed. After all students have selected **Continue** on the **Audio Checks** screen,

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

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

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

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

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

| SAY | Today you will complete Session 2, which contains items (For Grade 9 SAY: 32 through 64) (For Grade 10 SAY: 32 through 64). Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped. |

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

**Option A**

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

**OR**
Option B

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

Please raise your hand if you have any questions.

OR

Option C

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

Please raise your hand if you have any questions.

Answer all questions.

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

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

**SAY** Make sure you have the passage booklet with your name on it. Find the remaining plastic pull tab on the right side of your passage booklet. Gently pull the tab **out** and **down**. Do not remove any remaining pieces of the tab. Then, open your booklet and check each page through the end of the booklet to see that all page numbers are in order and that there aren’t any missing or upside-down pages. Do not read any of the passages before the test begins. If you see problems, raise your hand. If not, close the booklet and sit quietly.

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

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

You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. I’ll remind you when there are 10 minutes left in the session.

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

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

Display the STARTING and STOPPING times for students.

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

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

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

After 45 minutes from the STARTING time,

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

After a short break,

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

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

After 35 minutes,

SAY You have 10 minutes to finish Session 2.

After 10 more minutes,

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

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

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

Complete the following steps:

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

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

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

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

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

4. Return all materials to your school assessment coordinator as described on page 168.
Script for Administering the ELA Reading Retake

Session 1

90+ Minutes

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

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

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

During this test session, remember the following:

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

• Ensure that all students in your testing room taking this test for the first time have participated in a practice test. If any students have not completed a practice test, contact your school assessment coordinator.

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

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

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

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

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.

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

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

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

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

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

7. If you have students who require Reading Passage Booklets (see pages 6–7), make sure that the students have been assigned this accommodation in TIDE and that you have received the booklets from your school assessment coordinator. **Do not distribute the booklets until instructed to do so in the script.**

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

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

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

Create a Test Session

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

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

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

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

<table>
<thead>
<tr>
<th>SAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today, you are going to take Session 1 of the FSA ELA Reading Retake. Remove all materials from your desk except your pen or pencil and your CBT Worksheet. You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. Write your first and last names and today’s date on your CBT Worksheet. You may use your worksheet to take notes. You may not use any other paper. I will collect your worksheet at the end of this test session. You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.</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).

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

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

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

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

Distribute the test tickets.

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

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.
Script for Administering the ELA Reading Retake—Session 1

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

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

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

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

Are there any questions?

Answer all questions.

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

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

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

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

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

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

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.
In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select **Refresh** to see all the students in your testing room on your list.

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

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

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

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

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

SAY Now, on the **Help Guide and Test Settings** screen, click **View Test Settings**. You should see a screen that says **Review Test Settings**.

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

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

SAY Click **OK** to save your changes and return to the **Help Guide and Test Settings** screen. Do **not** begin your test at this time.

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

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

SAY Click **Back** to return to the **Help Guide and Test Settings** screen.

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

Today you will complete Session 1, which contains items 1 through 32. Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.
Read Option A, B, or C based on instructions from your school assessment coordinator.

**Option A**

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

Please raise your hand if you have any questions.

**OR**

**Option B**

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

Please raise your hand if you have any questions.

**OR**

**Option C**

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

Please raise your hand if you have any questions.

Answer all questions.

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

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

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

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

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

Now, click Begin Test Now and begin working.

Complete the following:

<table>
<thead>
<tr>
<th>Action</th>
<th>Time</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.

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

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

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

After 45 minutes from the STARTING time,

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

After a short break,

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

Make sure you are on the screen where you left off. You may now continue working.
Script for Administering the ELA Reading Retake—Session 1

After 35 minutes,

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

After 10 more minutes,

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

If you have finished working, make sure you are on the review screen and pause your test by clicking **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. Raise your hand and I will collect your (passage booklet,) worksheet and test ticket.

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

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

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

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

At 10 minutes before the stopping time,

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

After 10 more minutes,

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

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

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

Complete the following steps:

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

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

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

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

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

Session 2

90+ Minutes

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

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

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

During this test session, remember the following:

• Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
• Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
• For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.
• During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
• If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.
• If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
• When reading the following script, please note that optional words are italicized and in parentheses.
• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.
Script for Administering the ELA Reading Retake—Session 2

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.

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

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

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

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

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

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

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

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

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

Create a Test Session

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

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

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

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

| SAY | Today, you are going to take Session 2 of the FSA ELA Reading Retake. Remove all materials
|     | from your desk except your pen or pencil and your CBT Worksheet.
|     | **You will have 90 minutes to complete this test session, and we will take a short stretch
|     | break after 45 minutes. After 90 minutes, you will be permitted to continue working if you
|     | need additional time.**
|     | Write your first and last names and today’s date on your CBT Worksheet. Remember, you
|     | may use your worksheet to take notes. You may not use any other paper. I will collect your
|     | worksheet at the end of this test session.
|     | You may not have any electronic or recording devices, other than the device you are using to
|     | take the test, at your desk, in your pockets, or anywhere you can reach them at any time during
|     | this test session, even if they are turned off or you do not use them. Electronic and recording
|     | devices include but are not limited to cell phones, smartphones, tablets not used for testing,
|     | smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or
|     | playing back audio or visual content. **If you are found with any electronic or recording
devices at any time during this test session, including breaks, your test will not be scored.**
|     | If you have any devices with you right now, please turn them off and raise your hand.

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

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

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

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

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

Distribute the test tickets.

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

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket,
contact your school assessment coordinator.
Script for Administering the ELA Reading Retake—Session 2

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

Pause and assist students with logging in as needed.

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

Assist any students who raise their hands.

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

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

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

Are there any questions?

Answer all questions.

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

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

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

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

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

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

Otherwise, please sit quietly while I approve your tests.

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

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

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

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

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

**SAY** Now, on the Help Guide and Test Settings screen, click View Test Settings. You should see a screen that says Review Test Settings.

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

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

**SAY** Click OK to save your changes and return to the Help Guide and Test Settings screen. Do not begin your test at this time.

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

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

**SAY** Click Back to return to the Help Guide and Test Settings screen.

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

Today you will complete Session 2, which contains items 33 through 64. Remember to read each passage and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

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

**Option A**

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

Please raise your hand if you have any questions.

OR
Script for Administering the ELA Reading Retake—Session 2

Option B

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

Please raise your hand if you have any questions.

OR

Option C

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

Please raise your hand if you have any questions.

Answer all questions.

If you have students who will use Reading Passage Booklets:

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

SAY Make sure you have the passage booklet with your name on it. Find the remaining plastic pull tab on the right side of your passage booklet. Gently pull the tab out and down. Do not remove any remaining pieces of the tab. Then, open your booklet and check each page through the end of the booklet to see that all page numbers are in order and that there aren’t any missing or upside-down pages. Do not read any of the passages before the test begins. If you see problems, raise your hand. If not, close the booklet and sit quietly.

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

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

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

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

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

Display the STARTING and STOPPING times for students.

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

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

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

After 45 minutes from the STARTING time,

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

After a short break,

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

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

After 35 minutes,

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

After 10 more minutes,

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

If you have finished working, make sure you are on the review screen. Click **End Test.** A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click **Yes. (Pause.)**
Students will be returned to the login screen once they submit their tests. Collect (passage booklets,) worksheets and test tickets.

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

At 10 minutes before the stopping time,

After 10 more minutes,

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

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

Complete the following steps:

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

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

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

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

4. Return all materials to your school assessment coordinator as described on page 168.
Script for Administering 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.

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

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

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

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have participated in a practice test. If any students have not completed a practice test, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
- When reading the following script, please note that optional words are italicized and in parentheses.
- Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.

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

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

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

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

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

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

![Please Sign In](image)

Create a Test Session

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

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

3. Select the test you will be administering and then click **Start Operational Session.**

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

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator and student inactivity. Do not create your session until immediately prior to testing.
Today, you are going to take Session 1 of Grade ___ FSA Mathematics. Remove all materials from your desk except your (Grade ___ FSA Mathematics Reference Sheet,) pen or pencil, and your work folder.

You will have 60 minutes to complete this test session.

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

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

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

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

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

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

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

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

Distribute the test tickets.

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

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

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

Pause and assist students with logging in as needed.

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

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

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

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

Are there any questions?

Answer all questions.

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

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

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

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

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

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

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

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

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

Once you ensure that all students have logged in correctly, approve students to test by selecting Approve All Students. Read the information on the Important! pop-up window and select Yes.
Now, on the Help Guide and Test Settings screen, click View Test Settings. You should see a screen that says Review Test Settings.

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

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

Click OK to save your changes and return to the Help Guide and Test Settings screen. Do not begin your test at this time.

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

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

Click Back to return to the Help Guide and Test Settings screen. Do not click Begin Test Now until I tell you to do so.

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

Today you will complete Session 1, which contains items (For Grade 7 SAY: 1 through 22) (For Grade 8 SAY: 1 through 22). Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

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

If your school provided paper copies of the Grade ___ 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 work folder.

Please raise your hand if you have any questions.

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

Option A

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

Please raise your hand if you have any questions.

**OR**

Option B

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

Please raise your hand if you have any questions.

**OR**

Option C

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

Please raise your hand if you have any questions.

Answer all questions.

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

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

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

<table>
<thead>
<tr>
<th>STARTING time:</th>
<th>__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add 50 minutes:</td>
<td>+50 minutes</td>
</tr>
<tr>
<td>Time for 10-minute reminder:</td>
<td>__________</td>
</tr>
<tr>
<td>Add 10 minutes:</td>
<td>+10 minutes</td>
</tr>
<tr>
<td>STOPPING time:</td>
<td>__________</td>
</tr>
</tbody>
</table>

Display the STARTING and STOPPING times for students.

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

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

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

After 50 minutes from the STARTING time,

<table>
<thead>
<tr>
<th>SAY</th>
<th>You have 10 minutes to finish Session 1.</th>
</tr>
</thead>
</table>

After 10 more minutes,

<table>
<thead>
<tr>
<th>SAY</th>
<th><strong>Stop.</strong> Make sure you are on the review screen and pause your test by clicking <strong>End Session</strong> at the bottom of the screen and then selecting <strong>Yes</strong> on the pop-up message. I will collect your (reference sheet,) work folder and test ticket.</th>
</tr>
</thead>
</table>

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

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

Complete the following steps:

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

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

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

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

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

Session 2

60 Minutes

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

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

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

During this test session, remember the following:

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

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

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

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

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

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

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

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

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

• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.

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

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

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

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

6. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A new work folder (Students should **not** use the same work folders that they used in Session 1.)
   - A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided **only** if your school is allowing their use.)
   - *Grade 7 or Grade 8 FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. You may provide new printed copies of the reference sheet for Session 2 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Session 1, then make sure that each student receives the same reference sheet that he or she used during Session 1.)

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

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

![](image)

Create a Test Session

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

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

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

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

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

You will have 60 minutes to complete this test session.

Write your first and last names and today’s date on your work folder. Remember, you may use your work folder to work the problems. You may not use any other paper.

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

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

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

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

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

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

Distribute the test tickets.

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

Do not sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL - ______ - ___. The Session ID is displayed for you. Click Sign In. Raise your hand if you need assistance.
Pause and assist students with logging in as needed.

**SAY** Now, you will see a screen that says *Is This You?*. Verify that the information is correct. If your information is correct, select **Yes** to continue. If the information is not correct, then select **No** to return to the login page and raise your hand.

Assist any students who raise their hands.

**SAY** Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s *(reference sheet, calculator,)* computer screen, device, or work folder
- allow another student to look at your *(reference sheet, calculator,)* computer screen, device, or work folder
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your work folder *(or reference sheet)*
- have any electronic or recording devices, other than the device on which you are testing *(and your calculator),* in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

**SAY** Now, read silently as I read the Testing Rules Acknowledgment out loud.

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

**SAY** Back on the testing site you will see a screen that says *Your Tests*. Click the arrow to the left of **Resume Grade ____ FSA Mathematics** to proceed.

While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select **Refresh** to see all the students in your testing room on your list.
Once you ensure that all students have logged in correctly, approve students to test by selecting Approve All Students. Read the information on the Important! pop-up window and select Yes.

Now, on the Help Guide and Test Settings screen, click View Test Settings. You should see a screen that says Review Test Settings.

This screen allows you to choose the print size, background color, and mouse pointer for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the Review Test Settings screen.

Click OK to save your changes and return to the Help Guide and Test Settings screen. Do not begin your test at this time.

Below Test Settings, click View Help Guide. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

Click Back to return to the Help Guide and Test Settings screen.

Do not click Begin Test Now until I tell you to do so.

In the following SAY box, be sure to say the correct number of items for the grade-level test you are administering.

Today you will complete Session 2, which contains items (For Grade 7 SAY: 23 through 44) (For Grade 8 SAY: 23 through 44). Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

As a reminder, you may access a pop-up window displaying an electronic version of the reference sheet by clicking the Formulas button in the top right corner of the test.

If your school provided paper copies of the Grade ___ FSA Mathematics Reference Sheet for students to use,

Now, look at your paper reference sheet. (Make sure you have the reference sheet with your name on it.) (Write your first and last names in the upper right corner of the new reference sheet now.) Please raise your hand if there are problems with your reference sheet.

This is considered a secure document and must be returned with your work folder.

Please raise your hand if you have any questions.

Answer all questions.
When you have finished this session, review your work carefully and make sure you have answered every question. Do not end your session until you are instructed to do so. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

Answer all questions.

If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your (reference sheet,) (calculator,) work folder and test ticket before you leave the room. While outside the testing room, you are not permitted to access any electronic devices or discuss the test with anyone.

You have 60 minutes to complete this test session. I’ll remind you when there are 10 minutes left in the session.

Now, click Begin Test Now and begin working.

Complete the following:

| STARTING time:          | __________ |
| Add 50 minutes:         | +50 minutes |
| Time for 10-minute reminder: | __________ |  
| Add 10 minutes:         | +10 minutes |
| STOPPING time:          | __________ |

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately. Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 50 minutes from the STARTING time,

You have 10 minutes to finish Session 2.

After 10 more minutes,

Stop. Make sure you are on the review screen.
Based on instructions from your school assessment coordinator, students will either take a short stretch break prior to beginning Session 3 or they will take an extended break (e.g., for lunch) between sessions. **Read the appropriate instructions below based on whether the students in your room will take a short break or an extended break.**

If students will take a short break:

<table>
<thead>
<tr>
<th>SAY</th>
<th>Click <strong>Go to Session 3</strong> and click <strong>Yes</strong> on the pop-up window. Now, take a short stretch break before I approve your tests to begin Session 3. You may stand and stretch, but do not talk to one another.</th>
</tr>
</thead>
</table>

Verify that all students end the session correctly. Students should see a “Waiting for Session Approval” message on their screens. Provide students with a short stretch break before Session 3. You are responsible for maintaining the security of the test during the break between sessions.

Now turn to page 115 for the Grades 7–8 FSA Mathematics script for students who are returning from a **short break** to begin Session 3.

If students will take an extended break:

<table>
<thead>
<tr>
<th>SAY</th>
<th>Pause your test by clicking the <strong>Pause</strong> button. I will collect your <em>(reference sheet, calculator,)</em> work folder and test ticket.</th>
</tr>
</thead>
</table>

Students will be returned to the login screen once they pause their tests. Collect *(reference sheets, calculators,)* work folders and test tickets.

Once all students have paused their tests, end Session 2 by clicking **STOP** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.

Provide students with an extended break before Session 3 based on instructions from your school assessment coordinator. You are responsible for maintaining the security of the test during the break between sessions. **All test materials should be collected, verified, and placed in locked storage until testing resumes.**

Complete the following steps:

1. Ensure that you have all *(reference sheets, calculators,)* work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete.
2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.
3. Place all test materials in locked storage until the beginning of Session 3.

Turn to page 121 for the Grades 7–8 FSA Mathematics script for students who are returning from an **extended break** when you are ready to begin Session 3.
Script for Administering Grades 7–8 Mathematics

Session 3

(Following a Short Break)

60 Minutes

This script should be used to administer Session 3 of Grades 7–8 FSA Mathematics to students who have returned from a short stretch break after completing Session 2. If you are testing students who are returning from an extended break, follow the script beginning on page 121.

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found on the FSA Portal.

This test session is 60 minutes. Display starting and stopping times as instructed in the script.

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Sessions 1 and 2. If any students have not completed Sessions 1 and 2, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
- When reading the following script, please note that optional words are italicized and in parentheses.
• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.

Before Reading This Script

1. Ensure that the testing room is prepared as described on pages 19–20.

2. Ensure that the Electronic Devices sign and Session 3 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix E.)

3. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.

4. Prior to resuming testing, ensure that students have the following:
   • A pen or pencil
   • A work folder (Students will use the same work folders for Session 2 and Session 3.)
   • A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided only if your school is allowing their use.)
   • Grade 7 or Grade 8 FSA Mathematics Reference Sheet (Paper reference sheets should be provided only if your school is providing copies for all students. You may provide new printed copies of the reference sheet for Session 3 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Sessions 1 and 2, then make sure that each student receives the same reference sheet that he or she used during Sessions 1 and 2.)

When the short break between Session 2 and Session 3 is over, instruct students to return to their seats. Once they have done so,

| SAY | Now, you are going to take Session 3 of Grade ___ FSA Mathematics. The only materials on your desk should be your (Grade ___ FSA Mathematics Reference Sheet,) (calculator,) pen or pencil, test ticket, and your work folder.

You will have 60 minutes to complete this test session.

Remember that you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session. (If you feel like you will run out of space to work in your work folder, raise your hand and I will provide you with an additional work folder.)

(You may also reference your Grade ___ FSA Mathematics Reference Sheet at any time during this test session. I will collect your reference sheet with your work folder at the end of this test session.)

Remember that you may not have any electronic or recording devices, other than the device you are using to take the test (and your calculator), at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. |
Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment that you signed before taking Session 2. The testing rules that I read to you during Session 2 still apply for Session 3.

Session 3 contains items (For Grade 7 SAY: 45 through 66) (For Grade 8 SAY: 45 through 66). Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

As a reminder, you may access a pop-up window displaying an electronic version of the reference sheet by clicking the Formulas button in the top right corner of the test.

If you have any questions, raise your hand.

Answer all questions.

Read Option A, B, or C based on instructions from your school assessment coordinator.

Option A

When you have finished this session, review your work carefully and make sure you have answered every question. Do not click End Test until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

OR

Option B

When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click End Test and raise your hand. I will collect your (reference sheet,) (calculator,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

OR

Option C

When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click End Test and raise your hand. I will collect your (reference sheet,) (calculator,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.

Please raise your hand if you have any questions.
SAY If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your (reference sheet, calculator) work folder and test ticket before you leave the room. While outside the testing room, you are not permitted to access any electronic devices or discuss the test with anyone.

You have 60 minutes to complete this test session. I’ll remind you when there are 10 minutes left in the session.

Now, sit quietly while I approve your tests.

Students who correctly exited Session 2 will appear in the TA Interface awaiting Exit Session approval. To approve students to move in to Session 3, select the Approvals button in the TA Interface to review the list of students ready to begin testing. You may need to select Refresh to see all the students in your testing room on your list.

If students clicked Pause instead of Go to Session 3 at the end of Session 2, you will need to instruct those students to log in to the test again. See the script for administering Session 3 after an extended break beginning on page 121 for instructions on how to log in students who clicked Pause at the end of Session 2 in to Session 3.

Once you ensure that all students are awaiting approval, approve the students to test by selecting Approve All Students. Read the information on the Important! pop-up window and select Yes.

SAY You may now begin working.

Complete the following:

STARTING time: __________________
Add 50 minutes: +50 minutes
Time for 10-minute reminder: __________________
Add 10 minutes: +10 minutes
STOPPING time: __________________

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately. Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 50 minutes from the STARTING time,

SAY You have 10 minutes to finish Session 3.
After 10 more minutes,

| SAY  | Stop. Make sure you are on the review screen. Click End Test. A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click Yes. (Pause.) Click Submit Test. A Warning message will appear. Click Yes on this message. (Pause.) On the Test Completed screen, click Log Out. You will be taken to the Please Sign In screen. I will collect your (reference sheet,) (calculator,) work folder and test ticket. |

Students will be returned to the login screen once they submit their tests. Collect (reference sheets, calculators,) work folders and test tickets.

Once all students have submitted their tests, end the test session by clicking STOP in the TA Interface. This will pause any remaining tests, so only select STOP after all students have submitted their tests. Then log out of the TA Interface by clicking Logout in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (reference sheets, calculators,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

   **For ESE/504 students:**
   - 1-FP = Flexible Presentation
   - 1-FR = Flexible Responding
   - 1-FSC = Flexible Scheduling
   - 1-FSE = Flexible Setting
   - 1-AD = Assistive Devices

   **For ELL students:**
   - 2-FSC = Flexible Scheduling
   - 2-FSE = Flexible Setting
   - 2-AHL = Assistance in Heritage Language
   - 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator as described on page 168.
Script for Administering Grades 7–8 Mathematics

Session 3

(Following an Extended Break)

60 Minutes

This script should be used to administer Session 3 of Grades 7–8 FSA Mathematics to students who have returned from an extended break after completing Session 2. If you are testing students who are returning from a short break, follow the script beginning on page 115.

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found on the FSA Portal.

This test session is 60 minutes. Display starting and stopping times as instructed in the script.

During this test session, remember the following:

• Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

• Ensure that all students in your testing room have completed Sessions 1 and 2. If any students have not completed Sessions 1 and 2, contact your school assessment coordinator.

• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

• For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

• During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

• If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.

• If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.

• When reading the following script, please note that optional words are italicized and in parentheses.
• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.

Before Reading This Script

1. Before students return from their extended break after completing Session 2, ensure that the testing room is prepared as described on pages 19–20.

2. Ensure that you have the correct test tickets for all students who will test in your room. Do not distribute tickets until instructed to do so in the script.

3. Collect all test materials from locked storage.

4. Ensure that the Electronic Devices sign and Session 3 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix E.)

5. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.

6. Prior to testing, ensure that students have the following:
   • A pen or pencil
   • A work folder (Students will use the same work folders for Session 2 and Session 3.)
   • A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided only if your school is allowing their use.)
   • Grade 7 or Grade 8 FSA Mathematics Reference Sheet (Paper reference sheets should be provided only if your school is providing copies for all students. You may provide new printed copies of the reference sheet for Session 3 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Sessions 1 and 2, then make sure that each student receives the same reference sheet that he or she used during Sessions 1 and 2.)

7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.

8. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student Please Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the FSA Portal and click Administer the FSA.

2. Log in to the TA Interface with your username and password.

3. Select the test you will be administering and then click Start Operational Session.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with “FL.” If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator and student inactivity. Do not create your session until immediately prior to testing.

SAY Now, you are going to take Session 3 of Grade ___ FSA Mathematics. Remove all materials from your desk except your (Grade ___ FSA Mathematics Reference Sheet,) (calculator,) pen or pencil, and your work folder.

**You will have 60 minutes to complete this test session.**

Remember that you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session. *(If you feel like you will run out of space to work in your work folder, raise your hand and I will provide you with an additional work folder.)

*(You may also reference your Grade ___ FSA Mathematics Reference Sheet at any time during this test session. I will collect your reference sheet with your work folder at the end of this test session.)*

Remember that you may not have any electronic or recording devices, other than the device you are using to take the test *(and your calculator)*, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. **If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.** If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

SAY Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment that you signed before taking Session 2. The testing rules that I read to you during Session 2 still apply for Session 3.

Session 3 contains items *(For Grade 7 SAY: 45 through 66) (For Grade 8 SAY: 45 through 66).* Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

As a reminder, you may access a pop-up window displaying an electronic version of the reference sheet by clicking the Formulas button in the top right corner of the test.

If you have any questions, raise your hand.

Answer all questions.
Script for Administering Grades 7–8 Mathematics—Session 3 (Extended Break)

Ensure that the Session ID is displayed where all students can see it.

**SAY** Now, look at the login screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the Please Sign In screen, open the secure browser on that computer or device.

**SAY** Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

**SAY** Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.

**Do not** sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

**SAY** Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL-________-____. The Session ID is displayed for you. Click Sign In. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

**SAY** Now, you will see a screen that says Is This You? Verify that the information is correct. If your information is correct, select Yes to continue. If the information is not correct, then select No to return to the login page and raise your hand.

Assist any students who raise their hands.

**SAY** Back on the testing site you will see a screen that says Your Tests. Click the arrow to the left of Resume Grade ___ FSA Mathematics to proceed.

While you are waiting for your test to be approved, you will see a Waiting for Approval screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select Refresh to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting Approve All Students. Read the information on the Important! pop-up window and select Yes.

**SAY** Now, on the Help Guide and Test Settings screen, click View Test Settings. You should see a screen that says Review Test Settings.

This screen allows you to choose the print size, background color, and mouse pointer for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.
If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the *Review Test Settings* screen.

| SAY | Click **OK** to save your changes and return to the *Help Guide and Test Settings* screen. Do **not** begin your test at this time. Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions. |

Pause to allow students a moment to review the instructions and answer all student questions.

| SAY | Click **Back** to return to the *Help Guide and Test Settings* screen. Do **not** click **Begin Test Now** until I tell you to do so. |

**Read Option A, B, or C based on instructions from your school assessment coordinator.**

**Option A**

| SAY | When you have finished this session, review your work carefully and make sure you have answered every question. Do not click **End Test** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions. |

**OR**

**Option B**

| SAY | When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your (reference sheet,) (calculator,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. Please raise your hand if you have any questions. |

**OR**

**Option C**

| SAY | When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your (reference sheet,) (calculator,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device. Please raise your hand if you have any questions. |

Answer all questions.
If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your (reference sheet, calculator) work folder and test ticket before you leave the room. While outside the testing room, you are not permitted to access any electronic devices or discuss the test with anyone.

You have 60 minutes to complete this test session. I’ll remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and navigate to the review screen if you are not already on that screen. Click **Go to Session 3** and then click **Yes** on the pop-up window.

Now, sit quietly while I approve your tests.

Students who correctly exited Session 2 will appear in the TA Interface awaiting Exit Session approval. To approve students to move in to Session 3, select the Approvals button in the TA Interface to review the list of students ready to begin testing. You may need to select **Refresh** to see all the students in your testing room on your list.

Once you ensure that all students are awaiting approval, approve the students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

You may now begin working.

Complete the following:

<table>
<thead>
<tr>
<th>Time Type</th>
<th>Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>STARTING time:</td>
<td></td>
</tr>
<tr>
<td>Add 50 minutes:</td>
<td>+50 minutes</td>
</tr>
<tr>
<td>Time for 10-minute reminder:</td>
<td></td>
</tr>
<tr>
<td>Add 10 minutes:</td>
<td>+10 minutes</td>
</tr>
<tr>
<td>STOPPING time:</td>
<td></td>
</tr>
</tbody>
</table>

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 50 minutes from the STARTING time,

You have 10 minutes to finish Session 3.
After 10 more minutes,

SAY

Stop. Make sure you are on the review screen. Click End Test. A pop-up message will appear. Make sure the message says, “You have reached the end of the test.,” and then click Yes. (Pause.)

Click Submit Test. A Warning message will appear. Click Yes on this message. (Pause.)

On the Test Completed screen, click Log Out. You will be taken to the Please Sign In screen. I will collect your (reference sheet,) (calculator,) work folder and test ticket.

Students will be returned to the login screen once they submit their tests. Collect (reference sheets, calculators,) work folders and test tickets.

Once all students have submitted their tests, end the test session by clicking STOP in the TA Interface. This will pause any remaining tests, so only select STOP after all students have submitted their tests. Then log out of the TA Interface by clicking Logout in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (reference sheets, calculators,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

For ESE/504 students:
- 1-FP = Flexible Presentation
- 1-FR = Flexible Responding
- 1-FSC = Flexible Scheduling
- 1-FSE = Flexible Setting
- 1-AD = Assistive Devices

For ELL students:
- 2-FSC = Flexible Scheduling
- 2-FSE = Flexible Setting
- 2-AHL = Assistance in Heritage Language
- 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator as described on page 168.
Script for Administering the
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.

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found on the FSA Portal.

This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.

This script is used to administer the Algebra 1 EOC assessment and the Algebra 1 Retake EOC assessment. Please note that “Retake” is italicized and in parentheses and should be read to students only if applicable.

During this test session, remember the following:

• Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

• Ensure that all students in your testing room taking this test for the first time have participated in a practice test. If any students have not completed a practice test, contact your school assessment coordinator.

• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

• For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.
Script for Administering the Algebra 1/Algebra 1 Retake End-of-Course Assessment—Session 1

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. Do not distribute tickets until instructed to do so in the script.
3. Ensure that the Electronic Devices sign, No Calculators sign, and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix E.)
4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
5. Ensure that you understand your school assessment coordinator’s instructions regarding the length of time students should be permitted to test for this session. Display the stopping time for this session where it is visible to all students. Contact your school assessment coordinator if you have not already received timing information for Session 1.
6. Prior to testing, ensure that students have the following:
   • A pen or pencil
   • A work folder
   • Algebra 1 EOC FSA Mathematics Reference Sheet (Paper reference sheets should be provided only if your school is providing copies for all students.)
7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
8. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student Please Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.
Create a Test Session

1. Go to the FSA Portal and click Administer the FSA.
2. Log in to the TA Interface with your username and password.
3. Select FSA Algebra 1 EOC/Algebra 1 Retake EOC and then click Start Operational Session.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with “FL.” If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator and student inactivity. Do not create your session until immediately prior to testing.

**SAY** Today, you are going to take Session 1 of the FSA Algebra 1 EOC (Algebra 1 Retake EOC) test. Remove all materials from your desk except your (Algebra 1 EOC FSA Mathematics Reference Sheet,) pen or pencil, and your work folder.

You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.

Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.

Calculators are not allowed during this test session. If you have a calculator, raise your hand and I will collect it. (Pause.)

You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Ensure that the Session ID is displayed where all students can see it.

**SAY** Now, look at the login screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the Please Sign In screen, open the secure browser on that computer or device.

**SAY** Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.
Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.

Do not sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL - _______ - ___. The Session ID is displayed for you. Click [Sign In]. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

Now, you will see a screen that says [Is This You?]. Verify that the information is correct. If your information is correct, select [Yes] to continue. If the information is not correct, then select [No] to return to the login page and raise your hand.

Assist any students who raise their hands.

Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s (reference sheet,) computer screen, device, or work folder
- allow another student to look at your (reference sheet,) computer screen, device, or work folder
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your work folder (or reference sheet)
- have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

Now, read silently as I read the Testing Rules Acknowledgment out loud.

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.
Script for Administering the Algebra 1/Algebra 1 Retake End-of-Course Assessment—Session 1

SAY Back on the testing site you will see a screen that says Your Tests. Click the arrow to the left of Start FSA Algebra 1 EOC (Algebra 1 Retake EOC) to proceed.

While you are waiting for your test to be approved, you will see a Waiting for Approval screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select Refresh to see all the students in your testing room on your list.

Review test settings: To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [ ]. Test settings and/or accommodations for individual students are displayed. If changes to accommodations are required, click the deny button and contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting Approve All Students. Read the information on the Important! pop-up window and select Yes.

SAY Now, on the Help Guide and Test Settings screen, click View Test Settings. You should see a screen that says Review Test Settings.

This screen allows you to choose the print size, background color, and mouse pointer for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the Review Test Settings screen.

SAY Click OK to save your changes and return to the Help Guide and Test Settings screen. Do not begin your test at this time.

Below Test Settings, click View Help Guide. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

SAY Click Back to return to the Help Guide and Test Settings screen.

Do not click Begin Test Now until I tell you to do so.

Today you will complete Session 1, which contains items 1 through 34. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

As a reminder, you may access a pop-up window displaying an electronic version of the reference sheet by clicking the Formulas button in the top right corner of the test.
If your school provided paper copies of the *Algebra 1 EOC FSA Mathematics Reference Sheet* for students to use,

**SAY**

Now, look at the top of your paper reference sheet. It should say *Algebra 1 EOC FSA Mathematics Reference Sheet*. Examine the page carefully to ensure that content near the edge of the reference sheet has not been cut off. Please raise your hand if there are problems with your reference sheet.

Pause, then collect any defective reference sheets and return them to the school assessment coordinator. Distribute new reference sheets to these students and instruct them to check the sheets carefully.

**SAY**

Write your first and last names in the upper right corner of the reference sheet now. *(Pause.)*

This is considered a secure document and must be returned with your work folder.

Please raise your hand if you have any questions.

Answer all questions.

**Read Option A, B, or C based on instructions from your school assessment coordinator.**

**Option A**

**SAY**

When you have finished this session, review your work carefully and make sure you have answered every question. Do not click **End Session** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

**Option B**

**SAY**

When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Session** on the review screen and raise your hand. I will collect your *(reference sheet,)* work folder and test ticket. Then you must sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**
Option C

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Session** on the review screen and raise your hand. I will collect your (reference sheet,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.

Please raise your hand if you have any questions.

Answer all questions.

**SAY** If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your (reference sheet,) work folder and test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.

You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I’ll remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and begin working.

Complete the following:

- **STARTING time:**
- Add 45 minutes: +45 minutes
- Time to call a break:
- **TIME TESTING RESUMES:**
- Add 35 minutes: +35 minutes
- Time for 10-minute reminder:
- Add 10 minutes: +10 minutes
- **STOPPING time:**

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times.**
Script for Administering the Algebra 1/Algebra 1 Retake End-of-Course Assessment—Session 1

After 45 minutes from the STARTING time,

**SAY**  
Stop. You may stand and stretch, but do not talk or look at another student’s *(reference sheet,)* computer screen, device, or work folder.

After a short break,

**SAY**  
Now be seated. You still have 45 minutes to complete this session, and I’ll let you know when there are 10 minutes left.  
Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

**SAY**  
There are 10 minutes left in the 90-minute test session.

After 10 more minutes,

**SAY**  
Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, make sure you are on the review screen and pause your test by clicking **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. Raise your hand and I will collect your *(reference sheet,)* work folder and test ticket.

Students will be returned to the login screen once they pause their tests. Collect *(reference sheets,)* work folders and test tickets.

Based on instructions from your school assessment coordinator, either dismiss students who have finished **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

**SAY**  
Now, we will continue testing. You have until _____ to continue working, and I’ll let you know when there are 10 minutes left.

At 10 minutes before the stopping time,

**SAY**  
You have 10 minutes to finish Session 1.

After 10 more minutes,

**SAY**  
Stop. Make sure you are on the review screen and pause your test by clicking **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. I will collect your *(reference sheet,)* work folder and test ticket.

Students will be returned to the login screen once they pause their tests. Collect *(reference sheets,)* work folders and test tickets.

Once all students have paused their tests, end the test session by clicking **STOP** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.
Complete the following steps:

1. Ensure that you have all (reference sheets,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

   **For ESE/504 students:**
   - 1-FP = Flexible Presentation
   - 1-FR = Flexible Responding
   - 1-FSC = Flexible Scheduling
   - 1-FSE = Flexible Setting
   - 1-AD = Assistive Devices

   **For ELL students:**
   - 2-FSC = Flexible Scheduling
   - 2-FSE = Flexible Setting
   - 2-AHL = Assistance in Heritage Language
   - 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator until the beginning of Session 2.
Script for Administering the Algebra 1 EOC/Algebra 1 Retake EOC Assessment

Session 2

90+ Minutes

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found on the FSA Portal.

This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.

This script is used toadminister the Algebra 1 EOC assessment and the Algebra 1 Retake EOC assessment. Please note that “Retake” is italicized and in parentheses and should be read to students only if applicable.

During this test session, remember the following:

• Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

• Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.

• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

• For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

• During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

• If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.
• If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
• When reading the following script, please note that optional words are italicized and in parentheses.
• Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. Do not distribute tickets until instructed to do so in the script.
3. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix E.)
4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
5. Ensure that you understand your school assessment coordinator’s instructions regarding the length of time students should be permitted to test for this session. Display the stopping time for this session where it is visible to all students. Contact your school assessment coordinator if you have not already received timing information for Session 2.
6. Prior to testing, ensure that students have the following:
   • A pen or pencil
   • A new work folder (Students should not use the same work folders that they used in Session 1.)
   • A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided only if your school is allowing their use.)
   • Algebra 1 EOC FSA Mathematics Reference Sheet (Paper reference sheets should be provided only if your school is providing copies for all students. You may provide new printed copies of the reference sheet for Session 2 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Session 1, then make sure that each student receives the same reference sheet that he or she used during Session 1.)
7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
8. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student Please Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.
Script for Administering the Algebra 1/Algebra 1 Retake End-of-Course Assessment—Session 2

Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **FSA Algebra 1 EOC/Algebra 1 Retake EOC** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with “FL.” If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator and student inactivity. Do not create your session until immediately prior to testing.

```
Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA**.
2. Log in to the TA Interface with your username and password.
3. Select **FSA Algebra 1 EOC/Algebra 1 Retake EOC** and then click **Start Operational Session**.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with “FL.” If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator and student inactivity. Do not create your session until immediately prior to testing.

SAY

Today, you are going to take Session 2 of the FSA Algebra 1 EOC (Algebra 1 Retake EOC) test. Remove all materials from your desk except your (Algebra 1 EOC FSA Mathematics Reference Sheet,) (calculator,) pen or pencil, and your work folder.

You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.

Write your first and last names and today’s date on your work folder. Remember, you may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.

You may not have any electronic or recording devices, other than the device you are using to take the test (and your calculator), at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Ensure that the Session ID is displayed where all students can see it.

SAY

Now, look at the login screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the Please Sign In screen, open the secure browser on that computer or device.

SAY

Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.
SAY Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.

Do not sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.

SAY Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL - _______ - _____. The Session ID is displayed for you. Click Sign In. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY Now, you will see a screen that says Is This You?. Verify that the information is correct. If your information is correct, select Yes to continue. If the information is not correct, then select No to return to the login page and raise your hand.

Assist any students who raise their hands.

SAY Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s (reference sheet,) (calculator,) computer screen, device, or work folder
- allow another student to look at your (reference sheet,) (calculator,) computer screen, device, or work folder
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your work folder (or reference sheet)
- have any electronic or recording devices, other than the device on which you are testing (and your calculator), in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

SAY Now, read silently as I read the Testing Rules Acknowledgment out loud.

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.
Back on the testing site you will see a screen that says *Your Tests*. Click the arrow to the left of *Resume FSA Algebra 1 EOC (Algebra 1 Retake EOC)* to proceed.

While you are waiting for your test to be approved, you will see a *Waiting for Approval* screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.

In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select **Refresh** to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the *Important!* pop-up window and select **Yes**.

Now, on the *Help Guide and Test Settings* screen, click **View Test Settings**. You should see a screen that says *Review Test Settings*.

This screen allows you to choose the print size, background color, and mouse pointer for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the *Review Test Settings* screen.

Click **OK** to save your changes and return to the *Help Guide and Test Settings* screen. Do **not** begin your test at this time.

Below *Test Settings*, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

Click **Back** to return to the *Help Guide and Test Settings* screen.

Do **not** click **Begin Test Now** until I tell you to do so.

Today you will complete Session 2, which contains items 35 through 68. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

As a reminder, you may access a pop-up window displaying an electronic version of the reference sheet by clicking the Formulas button in the top right corner of the test.
If your school provided paper copies of the Algebra 1 EOC FSA Mathematics Reference Sheet for students to use,

SAY

Now, look at your paper reference sheet. *(Make sure you have the reference sheet with your name on it.) (Write your first and last names in the upper right corner of the new reference sheet now.)* Please raise your hand if there are problems with your reference sheet.

This is considered a secure document and must be returned with your work folder.

Please raise your hand if you have any questions.

Answer all questions.

Read Option A, B, or C based on instructions from your school assessment coordinator.

Option A

SAY

When you have finished this session, review your work carefully and make sure you have answered every question. Do not click **End Test** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

OR

Option B

SAY

When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your *(reference sheet,)* *(calculator,)* work folder and test ticket. Then you must sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

OR

Option C

SAY

When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your *(reference sheet,)* *(calculator,)* work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.

Please raise your hand if you have any questions.

Answer all questions.
SAY If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your (reference sheet, calculator) work folder and test ticket before you leave the room. While outside the testing room, you are not permitted to access any electronic devices or discuss the test with anyone.

You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I’ll remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and begin working.

Complete the following:

<table>
<thead>
<tr>
<th>Time Event</th>
<th>Display Time</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.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 45 minutes from the STARTING time,

SAY **Stop.** You may stand and stretch, but do not talk or look at another student’s (reference sheet, calculator) computer screen, device, or work folder.

After a short break,

SAY Now be seated. You still have 45 minutes to complete this session, and I’ll let you know when there are 10 minutes left.

Make sure you are on the screen where you left off. You may now continue working.
After 35 minutes,

**SAY** There are 10 minutes left in the 90-minute test session.

After 10 more minutes,

**SAY** **Stop.** Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, make sure you are on the review screen. Click **End Test.** A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click **Yes.** *(Pause.)*

Click **Submit Test.** A **Warning** message will appear. Click **Yes** on this message. *(Pause.)*

On the **Test Completed** screen, click **Log Out.** You will be taken to the **Please Sign In** screen. I will collect your *(reference sheet,)* *(calculator,)* work folder and test ticket.

Students will be returned to the login screen once they submit their tests. Collect *(reference sheets, calculators,)* work folders and test tickets.

Based on instructions from your school assessment coordinator, either dismiss students who have finished **or** pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

**SAY** Now, we will continue testing. You have until _____ to continue working, and I’ll let you know when there are 10 minutes left.

At 10 minutes before the stopping time,

**SAY** You have 10 minutes to finish Session 2.

After 10 more minutes,

**SAY** **Stop.** Make sure you are on the review screen. Click **End Test.** A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click **Yes.** *(Pause.)*

Click **Submit Test.** A **Warning** message will appear. Click **Yes** on this message. *(Pause.)*

On the **Test Completed** screen, click **Log Out.** You will be taken to the **Please Sign In** screen. I will collect your *(reference sheet,)* *(calculator,)* work folder and test ticket.

Students will be returned to the login screen once they submit their tests. Collect *(reference sheets, calculators,)* work folders and test tickets.

Once all students have submitted their tests, end the test session by clicking **STOP** in the TA Interface. This will pause any remaining tests, so only select **STOP** after all students have submitted their tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.
Complete the following steps:

1. Ensure that you have all (reference sheets, calculators,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.

3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

   **For ESE/504 students:**
   - 1-FP = Flexible Presentation
   - 1-FR = Flexible Responding
   - 1-FSC = Flexible Scheduling
   - 1-FSE = Flexible Setting
   - 1-AD = Assistive Devices

   **For ELL students:**
   - 2-FSC = Flexible Scheduling
   - 2-FSE = Flexible Setting
   - 2-AHL = Assistance in Heritage Language
   - 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator as described on page 168.
Script for Administering the 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.

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found on the FSA Portal.

This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.

During this test session, remember the following:

• Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.

• Ensure that all students in your testing room taking this test for the first time have participated in a practice test. If any students have not completed a practice test, contact your school assessment coordinator.

• If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.

• Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.

• For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.

• During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).

• If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.
Script for Administering the Geometry End-of-Course Assessment—Session 1

- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
- When reading the following script, please note that optional words are italicized and in parentheses.
- Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.

Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. Do not distribute tickets until instructed to do so in the script.
3. Ensure that the Electronic Devices sign, No Calculators sign, and Session 1 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix E.)
4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
5. Ensure that you understand your school assessment coordinator’s instructions regarding the length of time students should be permitted to test for this session. Display the stopping time for this session where it is visible to all students. Contact your school assessment coordinator if you have not already received timing information for Session 1.
6. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A work folder
   - Geometry EOC FSA Mathematics Reference Sheet (Paper reference sheets should be provided only if your school is providing copies for all students.)
7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
8. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student Please Sign In screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the FSA Portal and click Administer the FSA.
2. Log in to the TA Interface with your username and password.
3. Select FSA Geometry EOC and then click Start Operational Session.
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with “FL.” If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator and student inactivity. Do not create your session until immediately prior to testing.

SAY  Today, you are going to take Session 1 of the FSA Geometry EOC test. Remove all materials from your desk except your (Geometry EOC FSA Mathematics Reference Sheet,) pen or pencil, and your work folder.

You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time.

Write your first and last names and today’s date on your work folder. You may use your work folder to work the problems. You may not use any other paper. I will collect your work folder at the end of this test session.

Calculators are not allowed during this test session. If you have a calculator, raise your hand and I will collect it. (Pause.)

You may not have any electronic or recording devices, other than the device you are using to take the test, at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored.

If you have any devices with you right now, please turn them off and raise your hand.

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Ensure that the Session ID is displayed where all students can see it.

SAY  Now, look at the login screen. If you do not see this screen, raise your hand.

If a computer or device is not opened to the Please Sign In screen, open the secure browser on that computer or device.

SAY  Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start.

Distribute the test tickets.

SAY  Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it.

Do not sign in before I instruct you to do so.

Raise your hand if you do not have the correct ticket.

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.
Script for Administering the Geometry End-of-Course Assessment—Session 1

SAY Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL - ______-_____. The Session ID is displayed for you. Click Sign In. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY Now, you will see a screen that says Is This You?. Verify that the information is correct. If your information is correct, select Yes to continue. If the information is not correct, then select No to return to the login page and raise your hand.

Assist any students who raise their hands.

SAY Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s (reference sheet,) computer screen, device, or work folder
- allow another student to look at your (reference sheet,) computer screen, device, or work folder
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your work folder (or reference sheet)
- have any electronic or recording devices, other than the device on which you are testing, in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

SAY Now, read silently as I read the Testing Rules Acknowledgment out loud.

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY Back on the testing site you will see a screen that says Your Tests. Click the arrow to the left of Start FSA Geometry EOC to proceed.

While you are waiting for your test to be approved, you will see a Waiting for Approval screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.
In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select **Refresh** to see all the students in your testing room on your list.

**Review test settings:** To view a student’s online test settings or accommodations, click the corresponding Test Settings icon [🔗]. Test settings and/or accommodations for individual students are displayed. If changes to accommodations are required, click the deny button and contact your school assessment coordinator who will update the student’s test settings in TIDE.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

---

**SAY**

Now, on the **Help Guide and Test Settings** screen, click **View Test Settings**. You should see a screen that says **Review Test Settings**.

This screen allows you to choose the print size, background color, and mouse pointer for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the **Review Test Settings** screen.

---

**SAY**

Click **OK** to save your changes and return to the **Help Guide and Test Settings** screen. Do **not** begin your test at this time.

Below **Test Settings**, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

**SAY**

Click **Back** to return to the **Help Guide and Test Settings** screen.

Do **not** click **Begin Test Now** until I tell you to do so.

Today you will complete Session 1, which contains items 1 through 34. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

As a reminder, you may access a pop-up window displaying an electronic version of the reference sheet by clicking the Formulas button in the top right corner of the test.

If your school provided paper copies of the **Geometry EOC FSA Mathematics Reference Sheet** for students to use,

**SAY**

Now, look at the top of your paper reference sheet. It should say **Geometry EOC FSA Mathematics Reference Sheet**. Turn it over and ensure that both sides of the reference sheet have the correct title. Examine both sides carefully to ensure that content near the edge of the reference sheet has not been cut off. Please raise your hand if there are problems with your reference sheet.

Pause, then collect any defective reference sheets and return them to the school assessment coordinator. Distribute new reference sheets to these students and instruct them to check the sheets carefully.
Write your first and last names in the upper right corner of the reference sheet now. (Pause.)

This is considered a secure document and must be returned with your work folder.

Please raise your hand if you have any questions.

Answer all questions.

**Read Option A, B, or C based on instructions from your school assessment coordinator.**

**Option A**

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. Do not click **End Session** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

**Option B**

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Session** on the review screen and raise your hand. I will collect your (reference sheet,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

**Option C**

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Session** on the review screen and raise your hand. I will collect your (reference sheet,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.

Please raise your hand if you have any questions.

Answer all questions.

**SAY** If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your (reference sheet,) work folder and test ticket before you leave the room. While outside the testing room, you are **not** permitted to access any electronic devices or discuss the test with anyone.
You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I’ll remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and begin working.

Complete the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></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.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. **If students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.** Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students **at all times.**

After 45 minutes from the STARTING time,

**SAY** *Stop.* You may stand and stretch, but do not talk or look at another student’s *(reference sheet,)* computer screen, device, or work folder.

After a short break,

**SAY** Now be seated. You still have 45 minutes to complete this session, and I’ll let you know when there are 10 minutes left.

Make sure you are on the screen where you left off. You may now continue working.

After 35 minutes,

**SAY** There are 10 minutes left in the 90-minute test session.
After 10 more minutes,

**SAY**  
Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.  
If you have finished working, make sure you are on the review screen and pause your test by clicking **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. Raise your hand and I will collect your (reference sheet,) work folder and test ticket.

Students will be returned to the login screen once they pause their tests. Collect (reference sheets,) work folders and test tickets.

Based on instructions from your school assessment coordinator, either dismiss students who have finished or pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

**SAY** Now, we will continue testing. You have until _____ to continue working, and I’ll let you know when there are 10 minutes left.

At 10 minutes before the stopping time,

**SAY** You have 10 minutes to finish Session 1.

After 10 more minutes,

**SAY** Stop. Make sure you are on the review screen and pause your test by clicking **End Session** at the bottom of the screen and then selecting **Yes** on the pop-up message. I will collect your (reference sheet,) work folder and test ticket.

Students will be returned to the login screen once they pause their tests. Collect (reference sheets,) work folders and test tickets.

Once all students have paused their tests, end the test session by clicking **STOP** in the TA Interface. This will pause any remaining tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (reference sheets,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete.

2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

For ESE/504 students:
- 1-FP = Flexible Presentation
- 1-FR = Flexible Responding
- 1-FSC = Flexible Scheduling
- 1-FSE = Flexible Setting
- 1-AD = Assistive Devices

For ELL students:
- 2-FSC = Flexible Scheduling
- 2-FSE = Flexible Setting
- 2-AHL = Assistance in Heritage Language
- 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator until the beginning of Session 2.
Script for Administering the Geometry EOC Assessment

Session 2

90+ Minutes

When testing students who are allowed certain administration accommodations (e.g., extended time, use of translation dictionary), you must modify this script with the specific instructions that students are to follow. It is important that you review the script before testing begins to determine the necessary modifications.

Scripts for students using paper-based accommodations (e.g., regular print) and computer-based accommodations (e.g., masking, text-to-speech) can be found on the FSA Portal.

This test session is 90 minutes, and students will take a short stretch break after 45 minutes of testing. Students who need additional time after 90 minutes may continue working up to half of a typical school day. Ensure that you have the correct stopping time for students who use additional time, and display the stopping time as instructed in the script.

During this test session, remember the following:

- Ensure that you have a Security Log and a seating chart, and collect required administration information for your room. Remember to maintain these documents during testing.
- Ensure that all students in your testing room have completed Session 1. If any students have not completed Session 1, contact your school assessment coordinator.
- If a student starts a test session and leaves campus without finishing (e.g., for lunch, an appointment, illness), he or she will not be allowed to return to that session. If you have concerns that a student will be unable to finish the session, you should not allow the student to begin. Instead, contact the school assessment coordinator for instructions.
- Provide individual student restroom breaks as needed, and maintain the security of the test during breaks. Only one student may leave the room at a time. Students should not discuss or exchange information about the test with anyone during breaks. Students must not be given access to electronic devices (e.g., cell phones, smartphones, tablets, smartwatches) during breaks. If a student accesses his or her electronic device(s) during a break, that student’s test must be invalidated.
- For short breaks (e.g., restroom), it is recommended that visual blocks be applied to students’ computer screens or devices (e.g., monitors turned off, folders taped to screens) instead of pausing students’ tests. If a student’s test is paused in the secure browser, the student must log back in and be approved in the TA Interface before he or she can continue testing.
- During a break, you may reread portions of this script to students as reminders (e.g., check your work, testing rules).
- If a student has difficulty logging in or is logged out of his or her test more than once, have the student refrain from logging in until the issue is diagnosed and resolved.
- If a technical disruption occurs during testing, note the time of the disruption in order to provide students the appropriate amount of remaining time once testing resumes.
- When reading the following script, please note that optional words are italicized and in parentheses.
- Be familiar with the prohibited activities listed on the Test Administrator Prohibited Activities Agreement that you signed, including the new standardization policies described on pages 24–25.
Before Reading This Script

1. Before students arrive, ensure that the testing room is prepared as described on pages 19–20.
2. Ensure that you have received the correct test tickets from your school assessment coordinator for all students who will test in your room. **Do not distribute tickets until instructed to do so in the script.**
3. Ensure that the Electronic Devices sign and Session 2 sign are visible to all students and that the Do Not Disturb sign is posted at each entrance to the testing room. (Perforated signs are available in Appendix E.)
4. Ensure that all student desktops are free of any unauthorized aids (e.g., charts displaying mathematical concepts) and that any visual aids displayed in the testing room have been removed or covered.
5. Ensure that you understand your school assessment coordinator’s instructions regarding the length of time students should be permitted to test for this session. Display the stopping time for this session where it is visible to all students. **Contact your school assessment coordinator if you have not already received timing information for Session 2.**
6. Prior to testing, ensure that students have the following:
   - A pen or pencil
   - A new work folder (Students should **not** use the same work folders that they used in Session 1.)
   - A handheld scientific calculator with the allowable functionality only (Handheld calculators should be provided **only** if your school is allowing their use.)
   - *Geometry EOC FSA Mathematics Reference Sheet* (Paper reference sheets should be provided **only** if your school is providing copies for all students. You may provide new printed copies of the reference sheet for Session 2 and should instruct students to write their names on the new reference sheets. If you have retained the used reference sheets from Session 1, then make sure that each student receives the same reference sheet that he or she used during Session 1.)
7. Ensure that all software applications, including Internet browsers, are closed on all student computers or devices before testing begins.
8. Launch the secure browser on student computers or devices prior to beginning the test session. When the connection is established, the student **Please Sign In** screen is displayed as shown below. The computer or device is now ready for the student to begin.

Create a Test Session

1. Go to the FSA Portal and click **Administer the FSA.**
2. Log in to the TA Interface with your username and password.
3. Select **FSA Geometry EOC** and then click **Start Operational Session.**
4. Record the Session ID, which students will use to log in to the test. The Session ID should be displayed where it is visible to all students and recorded with your required administration information and on your seating chart. The Session ID will begin with “FL.” If the Session ID does not begin with FL, stop the session and repeat steps 1–3 of this section.

Note: As a security measure, test administrators are automatically logged out of the TA Interface after 90 minutes of test administrator and student inactivity. Do not create your session until immediately prior to testing.

| SAY | Today, you are going to take Session 2 of the FSA Geometry EOC test. Remove all materials from your desk except your (Geometry EOC FSA Mathematics Reference Sheet,) (calculator,) pen or pencil, and your work folder. You will have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. Write your first and last names and today’s date on your work folder. You may not use any other paper. I will collect your work folder at the end of this test session. You may not have any electronic or recording devices, other than the device you are using to take the test (and your calculator), at your desk, in your pockets, or anywhere you can reach them at any time during this test session, even if they are turned off or you do not use them. Electronic and recording devices include but are not limited to cell phones, smartphones, tablets not used for testing, smartwatches, cameras, and any device capable of listening, recording, storing, viewing, or playing back audio or visual content. If you are found with any electronic or recording devices at any time during this test session, including breaks, your test will not be scored. If you have any devices with you right now, please turn them off and raise your hand. |

If a student raises his or her hand, follow your school’s procedures regarding electronic devices. At this time, silence your own electronic device(s).

Ensure that the Session ID is displayed where all students can see it.

| SAY | Now, look at the login screen. If you do not see this screen, raise your hand. If a computer or device is not opened to the Please Sign In screen, open the secure browser on that computer or device. Please sit quietly while I distribute the test tickets. Do not begin typing until I tell you to start. Distribute the test tickets. Look closely at your test ticket and make sure it has your correct name, date of birth, and ID number on it. Do not sign in before I instruct you to do so. Raise your hand if you do not have the correct ticket. |

If a student has the wrong ticket, give the student the correct ticket. If you do not have the correct ticket, contact your school assessment coordinator.
SAY Now, log in by typing your First Name as it appears on your test ticket, your Username, and the Session ID FL - ______ - ____. The Session ID is displayed for you. Click Sign In. Raise your hand if you need assistance.

Pause and assist students with logging in as needed.

SAY Now, you will see a screen that says Is This You? Verify that the information is correct. If your information is correct, select Yes to continue. If the information is not correct, then select No to return to the login page and raise your hand.

Assist any students who raise their hands.

SAY Now, open your work folder to page 2 and look at the Testing Rules Acknowledgment. Please listen as I read the testing rules. During this test, you must not:

- talk to other students or make any disturbance
- look at another student’s (reference sheet,) (calculator,) computer screen, device, or work folder
- allow another student to look at your (reference sheet,) (calculator,) computer screen, device, or work folder
- ask for help answering any test questions
- give help to another student in answering test questions
- have notes or scratch paper other than your work folder (or reference sheet)
- have any electronic or recording devices, other than the device on which you are testing (and your calculator), in your possession at any time, including breaks, even if you do not use them
- fail to follow any other instructions given

Because the content in all statewide assessments is secure, you may not discuss or reveal details about the test items after the test. This includes any type of electronic communication, such as texting, emailing, or posting online, for example, on Facebook, Twitter, Snapchat, or Instagram.

Are there any questions?

Answer all questions.

SAY Now, read silently as I read the Testing Rules Acknowledgment out loud.

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Now, sign your name on the line next to Signature to indicate that you understand the testing rules.

Pause while students sign their names. If a student does not sign his or her name, contact your school assessment coordinator.

SAY Back on the testing site you will see a screen that says Your Tests. Click the arrow to the left of Resume FSA Geometry EOC to proceed.

While you are waiting for your test to be approved, you will see a Waiting for Approval screen. This screen includes your first and last names, the Session ID, and the test you will take. If any information looks incorrect, please raise your hand.

Otherwise, please sit quietly while I approve your tests.

Assist any students who raise their hands.
In the TA Interface, select the Approvals button to review the list of students ready to begin testing. You may need to select **Refresh** to see all the students in your testing room on your list.

Once you ensure that all students have logged in correctly, approve students to test by selecting **Approve All Students**. Read the information on the **Important!** pop-up window and select **Yes**.

**SAY**

Now, on the **Help Guide and Test Settings** screen, click **View Test Settings**. You should see a screen that says **Review Test Settings**.

This screen allows you to choose the print size, background color, and mouse pointer for your test. If you would like to change your selections, do so now. You should see your changes made on the screen once you select them. If you have any questions, raise your hand.

If a student raises his or her hand, have the student make adjustments to his or her accessibility settings. Ensure that the correct information displays for that student on the **Review Test Settings** screen.

**SAY**

Click **OK** to save your changes and return to the **Help Guide and Test Settings** screen. Do **not** begin your test at this time.

Below **Test Settings**, click **View Help Guide**. These instructions remind you how to navigate in the test and how to use the tools and features of the testing platform. Raise your hand if you have any questions as you review these instructions.

Pause to allow students a moment to review the instructions and answer all student questions.

**SAY**

Click **Back** to return to the **Help Guide and Test Settings** screen.

Do **not** click **Begin Test Now** until I tell you to do so.

Today you will complete Session 2, which contains items 35 through 68. Remember to read each item carefully and follow the instructions to complete each item. Try to answer every question. If you aren’t sure how to answer a question, flag it for review and keep going. After you have answered all the other questions, go back and answer any questions you have skipped.

As a reminder, you may access a pop-up window displaying an electronic version of the reference sheet by clicking the Formulas button in the top right corner of the test.

If your school provided paper copies of the **Geometry EOC FSA Mathematics Reference Sheet** for students to use,

**SAY**

Now, look at your paper reference sheet. **(Make sure you have the reference sheet with your name on it.)** **(Write your first and last names in the upper right corner of the new reference sheet now.)** Please raise your hand if there are problems with your reference sheet.

This is considered a secure document and must be returned with your work folder.

Please raise your hand if you have any questions.

Answer all questions.
Read Option A, B, or C based on instructions from your school assessment coordinator.

**Option A**

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. Do not click **End Test** until you are instructed to do so at the end of the session today. After you have checked your work, sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

**Option B**

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your (reference sheet,) (calculator,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended.

Please raise your hand if you have any questions.

**OR**

**Option C**

**SAY** When you have finished this session, review your work carefully and make sure you have answered every question. After you have checked your work, click **End Test** and raise your hand. I will collect your (reference sheet,) (calculator,) work folder and test ticket. Then you must sit quietly until I tell you that this session has ended. You may read, but you may not write or use your testing computer or device.

Please raise your hand if you have any questions.

Answer all questions.

**SAY** If at any time you need to leave the room, raise your hand. Only one student may leave the room at a time. You must turn in your (reference sheet,) (calculator,) work folder and test ticket before you leave the room. While outside the testing room, you are not permitted to access any electronic devices or discuss the test with anyone.

You have 90 minutes to complete this test session, and we will take a short stretch break after 45 minutes. After 90 minutes, you will be permitted to continue working if you need additional time. I’ll remind you when there are 10 minutes left in the session.

Now, click **Begin Test Now** and begin working.
Complete the following:

- **STARTING time:**
- Add 45 minutes: **+45 minutes**
- Time to call a break:
- **TIME TESTING RESUMES:**
- Add 35 minutes: **+35 minutes**
- Time for 10-minute reminder:
- Add 10 minutes: **+10 minutes**
- **STOPPING time:**

Display the STARTING and STOPPING times for students.

During testing, monitor student progress by viewing the Progress and Test Status columns in the TA Interface. This page automatically refreshes every 60 seconds. When the page refreshes, students’ statuses are updated. If *students have technical issues, contact your school assessment coordinator or technology coordinator for assistance immediately.* Your attention should not be diverted from students at any time during the test session.

Although it is your responsibility to ensure that students are working independently, you are prohibited from reading test content before, during, and after the test.

Do not use cell phones, classroom phones, computers, or other devices (except to monitor student progress or to contact your school assessment coordinator or technology coordinator in case of a technical issue or emergency). Do not check email, grade papers, etc. Your full attention should be on students at all times.

After 45 minutes from the STARTING time,

**SAY** *Stop. You may stand and stretch, but do not talk or look at another student’s (reference sheet, calculator,) computer screen, device, or work folder.*

After a short break,

**SAY** *Now be seated. You still have 45 minutes to complete this session, and I’ll let you know when there are 10 minutes left. Make sure you are on the screen where you left off. You may now continue working.*

After 35 minutes,

**SAY** *There are 10 minutes left in the 90-minute test session.*

After 10 more minutes,

**SAY** *Stop. Raise your hand if you would like additional time to work. Please sit quietly and do not continue working at this time.

If you have finished working, make sure you are on the review screen. Click **End Test.** A pop-up message will appear. Make sure the message says, “You have reached the end of the test,” and then click **Yes. (Pause.)***
### Script for Administering the Geometry End-of-Course Assessment—Session 2

#### Geometry EOC Assessment
Session 2

**Students will be returned to the login screen once they submit their tests. Collect (reference sheets, calculators,) work folders and test tickets.**

Based on instructions from your school assessment coordinator, either dismiss students who have finished or pause the test in the TA Interface and move students who require additional time to an alternate testing location. If students are moved to a new location, create a new seating chart for that location, have students log in, approve students to test in the TA Interface, and ensure that students using extra time are allowed the correct amount of time to complete the test. **Students may work for a total of half of a typical school day.**

Display the new stopping time for students. Once students are ready to continue working,

**Students will be returned to the login screen once they submit their tests. Collect (reference sheets, calculators,) work folders and test tickets.**

Once all students have submitted their tests, end the test session by clicking **STOP** in the TA Interface. This will pause any remaining tests, so only select **STOP** after all students have submitted their tests. Then log out of the TA Interface by clicking **Logout** in the upper right corner of the screen.

Complete the following steps:

1. Ensure that you have all (reference sheets, calculators,) work folders and test tickets and that your required administration information and testing room seating chart are accurate and complete.
2. Report any missing materials and/or test irregularities or security breaches to your school assessment coordinator immediately.
3. Record the accommodations provided to students and the accommodations used by students on your required administration information. Use the following accommodations codes to record this information:

**For ESE/504 students:**
- 1-FP = Flexible Presentation
- 1-FR = Flexible Responding
- 1-FSC = Flexible Scheduling
- 1-FSE = Flexible Setting
- 1-AD = Assistive Devices

**For ELL students:**
- 2-FSC = Flexible Scheduling
- 2-FSE = Flexible Setting
- 2-AHL = Assistance in Heritage Language
- 2-ADI = Approved Dictionary

4. Return all materials to your school assessment coordinator as described on page 168.
Test Administrator Responsibilities After Testing

Return Materials to the School Assessment Coordinator

Complete the following steps after testing:

1. Verify that you have collected all required administration information (see page 20). Make a copy for your files.

2. Ensure that the accommodations provided to each student and the accommodations used by each student have been recorded with other required administration information.

3. Verify that your Security Log and seating chart have been completed correctly. Make copies for your files.

4. Return the following materials to your school assessment coordinator, as applicable:
   - Test administration manual
   - Security Log
   - Seating chart
   - Test tickets
   - Required administration information
   - Used and unused work folders
   - Used and unused worksheets
   - Used and unused planning sheets
   - Used and unused reference sheets
   - Calculators
   - Writing Passage Booklets
   - Reading Passage Booklets

Notify the school assessment coordinator immediately if any of these items are missing.
School Assessment Coordinator Responsibilities Before Testing

Please use the School Assessment Coordinator CBT Checklist, located in Appendix E, before, during, and after testing.

Work with your district assessment coordinator to ensure that all test administrators have active usernames and passwords to log in to TIDE. Test administrators will need to access the TA Interface with their TIDE accounts to administer tests. In addition, test administrators should access and become familiar with the Test Administrator User Guide (available on the FSA Portal) prior to testing and have access to it during testing.

Also, work with your district assessment coordinator to ensure that all students are uploaded or added to TIDE for this administration. Prior to testing, school and district assessment coordinators should verify that student eligibility is correct in TIDE and that any accommodations or test settings are correct. In order to participate in a computer-based test, students must be listed as eligible for that test in TIDE.

Receive Materials

Your district assessment coordinator will provide you with all materials prior to each test administration window. Secure materials should be delivered to or picked up by test administrators immediately before the beginning of each test session. Verify that you have all necessary materials before testing begins.

Planning sheets, work folders, and worksheets were delivered with the test administration manuals. Contact your district assessment coordinator if you need additional planning sheets, work folders, or worksheets.

You will receive the following materials, as applicable:

- Test administration manuals
- Planning sheets
- Work folders
- CBT Worksheets
- Reading Passage Booklets
- Writing Passage Booklets

Manage Student Information in TIDE

Instructions on managing student information in TIDE can be found in the TIDE User Guide, available on the FSA Portal. Prior to testing, ensure that all students have been added to TIDE and all information listed in TIDE is correct, including any accommodations students will use for testing. It is important that student information is correct to ensure that results are reported accurately.

Also see the TIDE User Guide for instructions on how to perform the following tasks prior to testing:

- Adding Students
- Assigning Accommodations
- Editing Student Demographic Information
- Printing Test Tickets
Print Test Tickets

Prior to computer-based test administrations, print test tickets to distribute to test administrators. Test tickets contain login information for students. Each student must have a test ticket to log in to computer-based FSA assessments. Test tickets are generated in TIDE. See the TIDE User Guide for instructions on generating and printing test tickets.

Assign Writing or Reading Passage Booklets

Verify that all students who will use Passage Booklets for ELA Reading or ELA Writing have been correctly assigned that accommodation in TIDE prior to testing.

Collect Required Administration Information

As directed by your district assessment coordinator, communicate to test administrators the process for collecting the required administration information, which includes the following:

- Students assigned to each testing room—provide student names and FLEIDs
- Attendance information—P=Present, A=Absent, W=Withdrawn, and P/I=Present but Invalidated
- Grade level
- Session ID (generated in the TA Interface when a test session is created)
- Accommodations provided to students (codes provided on page 20)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of secure documents assigned to each student, if applicable
- Dates and times when secure materials are received and returned

Copy and file all required administration information for future reference.

Create Seating Charts

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing. Ensure that test administrators record all information indicated on page 21, especially the direction students are facing. Instruct test administrators to create a new seating chart if the seating configuration changes during a test session. After testing, copy all seating charts, file the copies, and package the originals in the District Assessment Coordinator ONLY boxes.

Maintain Test Materials Chain of Custody Form

You are required to maintain a Test Materials Chain of Custody Form, located in Appendix E and on the FSA Portal. The purpose of this form is to track test materials with security barcodes at all times, including their location, the dates and times they are handled, and the names of the people performing various activities involving the materials. Schools must retain electronic or hard copies of completed forms for their files after materials are packaged for return and provide the originals to the district assessment coordinator according to his or her instructions (e.g., via email or in the District Assessment Coordinator ONLY boxes).
Assign Proctors

Assign proctors to testing rooms according to the guidelines for proctors on page 14, make sure that they understand their responsibilities, and explain the Security Log to them. FDOE strongly recommends that proctors be assigned to rooms with 25 or fewer students whenever possible.

Arrange Testing of Special Programs Students

Your district assessment coordinator may contact you to make arrangements for students in special programs (e.g., virtual instruction programs, Home Education Programs) to test at your school. Adhere to the information and instructions from your district assessment coordinator, and contact your district office if you have questions about testing special programs students.

Ensure Implementation of Accommodations

Appendix A provides information concerning allowable accommodations for students with disabilities and for ELLs. When testing ELLs or students with accommodations, prior planning is necessary to ensure that accommodations indicated on student IEPs or Section 504 Plans are implemented. Arrangements for implementing accommodations must be made prior to the administration dates. Make sure that test administrators have been properly trained regarding accommodations and have made provisions for the exact accommodations needed for individual students to avoid test invalidations. If students will receive an oral presentation accommodation and will not use text-to-speech in the secure browser, ensure that test administrators are familiar with the “Instructions for Oral Presentation Accommodations” section in Appendix A.

In TIDE, ensure that the appropriate accommodations are marked, as applicable:

- Reading and/or Writing Passage Booklets
- Masking
- Text-to-Speech
- American Sign Language (ASL)
- Closed Captioning (CC)

Refer to the 2019–2020 FSA Accommodations Guide for instructions regarding FSA accommodated paper-based assessments.

Meet with Technology Coordinator

It is important that technology coordinators understand their responsibilities before, during, and after an FSA computer-based test administration. Review the instructions and information for technology coordinators (located on the FSA Portal), as well as all test administration and security policies and procedures included in this manual, with your technology coordinator and create a plan for handling issues during testing. Technology coordinators are required to sign the 2019–2020 Test Administration and Security Agreement. The technology coordinator should also be involved in all planning meetings to provide input on logistics and resolve any network issues.
Prepare Test Settings, Computers, and Devices

Tests should be administered in a room that has comfortable seating, good lighting, and an appropriate temperature. Make sure that testing rooms are adequately ventilated and free of distractions.

Sufficient work space should be provided for students to use worksheets, work folders, planning sheets, reference sheets, and passage booklets, as applicable. Students must not be able to easily view other students’ test materials, computer screens, or devices. Check the configuration of the testing rooms to make sure you will be able to provide a secure environment during testing. If necessary, use visual blocks (e.g., file folders taped to the sides of computer screens). Also, check for and remove all unauthorized visual aids posted in classrooms or affixed to student desks.

For more information, see the testing room requirements on pages 19–20.

Ensure that the technology coordinator has verified that all computers and devices meet the requirements needed to administer the computer-based tests, as indicated on the Supported Systems & Requirements page, in the Technology Setup for Online Testing, and on the Secure Browsers page, all located on the FSA Portal.

Before each test session, test administrators should launch the secure browser on each computer or device.

Oversee Preparation and Training

You are responsible for training all test administrators and proctors, including non-school-based instructors (e.g., itinerant teachers). You must train several employees to act as possible alternates. In the absence of sufficiently trained administrators, postpone testing until trained personnel are available.

Be aware of the following policies, procedures, and instructions, and emphasize this information during training at your school:

- **Test Administrators**
  - Test administrators must read and be familiar with all appropriate sections of this manual.
  - Test administrators who will be administering a test to students using CBT accommodations (e.g., masking, text-to-speech) or other allowable accommodations (e.g., flexible presentation) must be trained in the use of those accommodations and must be familiar with the “Instructions for Oral Presentation Accommodations” section available in Appendix A, as necessary.
  - Test administrators should refer to the Test Administrator CBT Checklist, located in Appendix E, before, during, and after testing.
  - Test administrators must be familiar with all policies related to the use of calculators, specifically that calculators may only be used during Sessions 2 and 3 of Grades 7–8 FSA Mathematics and Session 2 of FSA EOCs.
  - Test administrators must be aware of all prohibited activities, including the new items listed in the “New Standardization Policies” section on page 30.

- **Proctors**
  - School personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 14.
  - Proctors must be trained and sign security agreements.
  - Proctors who will administer accommodations must be trained to provide accommodations appropriately.
School Assessment Coordinator Responsibilities Before Testing

- While proctors are not required in rooms where 25 or fewer students are being tested, FDOE strongly encourages the use of proctors in all test administrations to help reduce testing irregularities and aid in investigations, if necessary.
- To ensure test security, FDOE discourages testing students in large groups (e.g., in a cafeteria or auditorium); however, in the event that students are tested in a large group, the appropriate number of proctors must be present during the test session (see page 14).

• Electronic Devices and Breaks
  - Determine your school’s policy for the storage of electronic devices during testing. According to the administration script, before testing begins, test administrators ask students to raise their hands if they have any electronic devices with them. Direct test administrators on what to do if students have electronic devices in their possession before testing begins.
  - Instruct test administrators to provide either a short or an extended break between Session 2 and Session 3 of Grades 7–8 FSA Mathematics. Ensure that they are aware which Session 3 script they should use depending on your school’s decision.
  - Ensure that test administrators are aware of the policy that students are not allowed to access electronic devices at any time during a test session, including breaks. If a student accesses his or her electronic device(s) during a break, his or her test must be invalidated.
  - Ensure that test administrators are aware of how to secure a student’s computer or device during a break. For short breaks (e.g., restroom), it is recommended that a visual block be applied to the student’s computer screen or device. For longer breaks, it is recommended that the student pause the test. If a student pauses the test, he or she will not be able to continue testing until he or she is approved to resume testing in the TA Interface.

• CBT Policies and Procedures
  - Train test administrators on how to create, monitor, and stop test sessions.
  - Test administrators may be able to assist students with errors when logging in but should not try to resolve technical issues during testing. Determine how test administrators can get assistance during testing, if necessary.
  - Ensure test administrators know they must contact you immediately when a test irregularity occurs.
  - Train test administrators on how to administer practice tests at your school. Test administrators should access the practice test to become familiar with the available tools prior to administering a practice test and prior to test administration.
  - In the test administration scripts, test administrators are instructed to contact you in the following circumstances. Provide instructions for how to handle these circumstances:
    - A student has not participated in a practice test session.
    - A student has trouble logging in the first time or is logged out of his or her test more than once.
    - A test administrator does not have a test ticket for a student.
    - A First Name, Last Name, or ID is not correct (e.g., misspelled) on the test ticket.
    - A student is in the wrong test or the wrong accommodated form.
    - A student refuses to acknowledge the testing rules.
    - A defective Writing or Reading Passage Booklet is discovered.
    - A test administrator is concerned that a student is unable (e.g., too ill) to begin or finish the test.
    - A disruption occurs (e.g., a technical disruption, power outage, disruptive behavior).
School Assessment Coordinator Responsibilities Before Testing

° For EOC and Retake administrations only, a student has not completed the test at the end of the allotted time and will need additional time to continue working.
° A student begins testing without accommodations or begins testing with the wrong accommodations assigned.

• Test Security
  ▪ Per Rule 6A-10.042, F.A.C., “Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.” This Rule encompasses any sharing or discussing of items, either in person or via electronic communication, such as texting, emailing, or posting to social media (e.g., Facebook, Twitter, Snapchat, Instagram).
  ▪ Ensure that test administrators, proctors, and any other personnel involved in test administration sign a 2019–2020 Test Administration and Security Agreement after training is complete. Also ensure that test administrators read and sign a Spring 2020 Test Administrator Prohibited Activities Agreement (these may be copied together as one double-sided form). Collect and file the signed agreements.

Arrange CBT Practice Test Sessions

Schedule and arrange practice tests as described in this manual. Before a student can participate in a computer-based administration, the student must complete the appropriate practice test to learn how to use the computer-based system, with the exception of students who have already taken a practice test for a particular subject (Retake or EOC assessments). Instruct school personnel to make students aware that they can access practice tests on their own at any time prior to testing. The practice tests and scripts for administering the practice tests are available on the FSA Portal.

Students who require CBT accommodations (e.g., text-to-speech, masking) must also complete an appropriate accommodated practice test. Accommodated practice test scripts are available on the FSA Portal.
School Assessment Coordinator Responsibilities During Testing

Distribute Test Materials

On each day of testing, you are responsible for providing each test administrator with the following materials before testing begins, as applicable:

- Test tickets
- Planning sheets (ELA Writing only)
- Work folders or CBT Worksheets
- Writing or Reading Passage Booklets
- Reference Sheets
- Scientific Calculators (Grades 7–8 Sessions 2 and 3 and EOC Session 2 only)

Supervise Test Administration and Maintain Test Security

Provide test administrators with additional materials during testing, as necessary.

Monitor each testing room to ensure that test administration and test security policies and procedures are followed. You and the technology coordinator must be available during testing to answer questions from test administrators and to assist with technical issues. Make sure that Security Logs and seating charts are being completed properly and that all required administration information is being maintained in each testing room.

If the Internet connection is interrupted during computer-based testing, students will not be able to continue testing. If the Internet connection is not restored in time for students to complete the test, the test administrator should contact you or the technology coordinator for assistance. If a technical issue interrupts testing and is not able to be resolved quickly, you should contact the FSA Help Desk at 866-815-7246 and notify the district assessment office immediately.

Test administrators should contact you or the technology coordinator if an error message appears on a student’s computer screen or device during testing and he or she cannot resolve the issue.

Submit re-open a test session and re-open a test requests in TIDE for students who need to return to a test session after mistakenly submitting it (same day only). Contact your district assessment coordinator for assistance with processing these requests, as TIDE does not send him or her a notification when a request is submitted.

Review Testing Rules Acknowledgment

Test administrators are instructed to contact you if a student does not sign below the Testing Rules Acknowledgment. Determine the appropriate course of action for handling a student who does not affirm the Testing Rules Acknowledgment. Any student who refuses to affirm the Testing Rules Acknowledgment should still be tested, but a record of the student’s refusal should be retained at the school.
School Assessment Coordinator Responsibilities During Testing

**Monitor Student Progress**

Student progress and test completion rates for computer-based tests can be monitored in TIDE. You should use Participation Reports in TIDE to track completion rates and determine which students still need to be tested. Further information on Participation Reports can be found in the *TIDE User Guide*.

**Supervise Make-Up Test Administrations**

Ensure that all test security and test administration policies and procedures are followed while conducting make-up tests. Be available to assist test administrators as needed during make-up test administrations.
School Assessment Coordinator Responsibilities After Testing

Receive Materials from Test Administrators

Follow these steps as you receive materials from test administrators:

1. Verify that all secure materials have been returned. Notify the district assessment coordinator immediately if any secure materials are missing and complete the necessary investigation.

2. Make copies of the following completed documents and file the copies:
   • Required administration information
   • Security Logs
   • Seating charts
   • Chain of Custody forms

   Return the originals in your District Assessment Coordinator ONLY boxes according to the instructions on page 178.

3. Prepare materials for return using the FSA Paper-Based Materials Return Instructions in Appendix C.

Update Student Information

If student information is discovered to be incorrect during testing, update the information in TIDE immediately following test administration. Instructions for updating student information can be found in the TIDE User Guide. Notify the district assessment coordinator if the student tested on an incorrect FLEID.

Invalidate Tests

Review policies regarding test invalidation on pages 17–18. Test invalidations for computer-based tests are processed in TIDE. To invalidate a test, you will need the student’s FLEID and the reason for invalidation. You may also search for the test you wish to invalidate by Session ID or Result ID. Complete instructions on invalidating computer-based tests in TIDE are available in the TIDE User Guide. Invalidations must be entered in TIDE by the last day of the test administration window.

Record Accommodations

Ensure each test administrator includes accommodations provided to and used by students with his or her required administration information, as applicable. This documentation may be necessary in the case of investigations regarding possible test irregularities.

Prepare Materials for Return

Store test tickets and seating charts until results are reported for this administration, and then destroy them as directed by your district assessment coordinator.

File the signed copies of the 2019–2020 Test Administration and Security Agreement and the 2019–2020 Test Administrator Activities Agreement for test administrators and proctors.
Reading and Writing Passage Booklets are secure documents and must be packaged according to the instructions from your district assessment coordinator.

**District Assessment Coordinator ONLY Boxes**

1. Place the following materials, as applicable per administration, in the District Assessment Coordinator ONLY boxes (along with any other ancillary materials that your district assessment coordinator has asked you to store in the boxes):
   - Original required administration information
   - Original Security Logs
   - Original seating charts
   - Original Test Materials Chain of Custody Forms
   - Used and unused work folders
   - Used and unused worksheets
   - Used and unused reference sheets
   - Used and unused planning sheets
   - Used and unused large print planning sheets

2. Seal the boxes; write “District Assessment Coordinator ONLY” on the side of the boxes.

3. If your district assessment coordinator asks you to hold these boxes for return at a later date, store them in a secure location. He or she may ask you to recycle or destroy these materials, except for the required administration information and Security Logs, after scores for this administration have been reported. If you have any questions about what to include in these boxes or your district’s guidelines for storing them, contact your district assessment coordinator.
District Assessment Coordinator Responsibilities Before Testing

Please use the District Assessment Coordinator CBT Checklist, located in Appendix E, before, during, and after testing.

Receive Materials

Do not distribute secure materials to schools any earlier than two weeks prior to testing. If you find it necessary to distribute materials to specific schools sooner than two weeks before testing, please contact the Bureau of K–12 Student Assessment with a list of schools for approval.

District materials will be packaged in separate boxes labeled with the district’s name. You can access copies of your district and school packing lists in the blue District Assessment Coordinator box or in TIDE. After your shipment arrives, make sure that each school receives the correct materials. If boxes are missing, notify the FSA Help Desk at 866-815-7246 (option 2). Instruct school assessment coordinators to inventory the contents of their boxes within 24 hours of receipt and report missing materials immediately.

Planning sheets, work folders, and worksheets arrived in your shipment of test administration manuals. Ensure that all schools in your district have received an adequate supply of planning sheets, work folders, and worksheets.

You will receive the following materials, as applicable (may not be packaged in the order indicated):

- Test administration manuals
- Planning sheets
- Work folders
- CBT Worksheets
- Writing Passage Booklets
- Reading Passage Booklets

Collect Required Administration Information

Communicate the process for collecting the required administration information to school assessment coordinators, which includes the following:

- Students assigned to each testing room—provide student names and FLEIDs
- Attendance information—P=Present, A=Absent, W=Withdrawn, and P/I=Present but Invalidated
- Grade level
- Session ID (generated in the TA Interface when a test session is created)
- Accommodations provided to students (codes provided on page 20)
- Accommodations used by students
- Signatures of test administrator and school assessment coordinator
- Unique security numbers of secure documents assigned to each student
- Dates and times when secure materials (e.g., test tickets, passage booklets) are received and returned
District Assessment Coordinator Responsibilities Before Testing

It is your responsibility to decide how schools will collect the required administration information. You may:

- Instruct school assessment coordinators to copy and use the blank Administration Record/Security Checklist located in Appendix E.
- Determine your own method or allow school assessment coordinators to determine their own methods.

**Prepare for Practice Test Sessions**

Instruct school assessment coordinators to schedule and arrange practice tests as described on page 174.

**Collect Seating Charts**

Test administrators are required to maintain an accurate seating chart for each group of students in their rooms during testing (see information on page 21). If the seating configuration changes during testing or if students using extra time are moved to a new location to complete the test, a new seating chart must be created. After testing, school assessment coordinators must make copies of all seating charts, file the copies, and store the original charts in your District Assessment Coordinator ONLY boxes.

**Create TIDE Accounts**

User accounts are required for all school personnel who will be administering FSA assessments, as well as any personnel who will be updating student records or accessing student scores. Further information regarding creating and maintaining user accounts can be found in the *TIDE User Guide*, available on the FSA Portal.

**Train School Assessment Coordinators and Technology Coordinators**

You are responsible for training school assessment coordinators and technology coordinators, and school assessment coordinators are responsible for training test administrators and proctors. School personnel and volunteers approved by the district may serve as proctors, according to the instructions on page 14. Stress the importance of having staff available to assist test administrators with technical issues, if necessary.

Also, stress the importance of school assessment coordinators training both non-school-based instructors (e.g., itinerant teachers) and personnel who may serve as alternate administrators in the event of test-day emergencies. State law requires the use of trained administrators to minimize test irregularities and possible test invalidations.

TIDE user accounts should be created for school assessment coordinators and school technology coordinators using the instructions found in the *TIDE User Guide*.

Review the following procedures when training school assessment coordinators:

- Completing the 2019–2020 Test Administration and Security Agreement and the Spring 2020 Test Administrator Prohibited Activities Agreement (These security agreements may be copied together as single-page, double-sided forms and must be filed at the school.)
- Verifying student information in TIDE
- Marking accommodations for students in TIDE (if not entered through the PreID file or Upload Accommodations file)
• Adding new student information
• Administering practice test sessions
• Scheduling test sessions
• Ensuring that all test administration and test security policies and procedures outlined in this manual are followed
• Familiarizing all test administrators with prohibited activities before, during, and after testing, including new information for the Spring 2020 administration in the “New Standardization Policies” section on page 30
• Recording the required administration information
• Completing Security Logs and seating charts with the required information
• Printing test tickets
• Preparing testing room(s)
• Distributing test tickets
• Distributing planning sheets, work folders, CBT Worksheets, passage booklets, and reference sheets to test administrators, as applicable
• Distributing calculators, if applicable (Grades 7–8 Sessions 2 and 3 and EOC Session 2 only)
• Verifying that handheld calculators, if provided, comply with the guidelines found on the FSA Mathematics Calculator and Reference Sheet Policies document, found on the FSA Portal
• Monitoring testing
• Creating requests in TIDE to re-open sessions and tests
• Providing correct accommodations to students
• Recording the accommodations provided to students and the accommodations used by students
• Storing, returning, or otherwise handling other materials, including used and unused CBT Worksheets, work folders, planning sheets, Reading and Writing Passage Booklets, reference sheets, and test tickets according to your instructions
• Packaging materials in the District Assessment Coordinator ONLY boxes (see page 178)

Prior to testing, ensure that your school assessment coordinators are aware of your district’s policies regarding the following:

• How to handle the collection of electronic devices prior to testing
• Whether students should be allowed to submit their tests prior to the end of a Reading or Mathematics test session and, if so, if those students should be allowed to read after their test materials have been collected
• How to contact you immediately if a technical disruption or misadministration occurs

User guides and other training resources are available on the FSA Portal.

**Arrange to Test Special Programs Students**

Communicate with your school assessment coordinators how to make arrangements for students in special programs (e.g., district virtual instruction programs, Home Education Programs) to test at their schools.
Ensure Implementation of Accommodations

Appendix A provides information concerning allowable accommodations for students with disabilities and for ELLs. School assessment coordinators may require assistance in providing additional proctors and/or test locations, depending on the accommodations implemented. Arrange for these accommodations prior to the test administration dates. To avoid potential test invalidations, ensure that accommodations are provided as indicated on student IEPs or Section 504 Plans. Documentation of accommodations provided to and used by students must be maintained at each school.

District Assessment Coordinator Responsibilities During Testing

Monitor Test Administration and Maintain Test Security

Be available during testing to answer questions from school assessment coordinators. If possible, district personnel should perform on-site monitoring of test administration activities in schools to ensure that test administration and test security policies and procedures are followed.

Schools will submit re-open a test session and re-open a test requests in TIDE for students who are locked out of a session and need to return to testing on the same day, and the district will be responsible for approving these requests. Contact FDOE or the FSA Help Desk for assistance with processing these requests.

Test Status Monitoring

Student progress and test completion rates can be monitored in TIDE. You should use Participation Reports, the Test Status Report, and Test Completion Rates in TIDE to track completion rates and determine which students still need to be tested. Further information on these reports can be found in the TIDE User Guide.

Communicate with FDOE

Contact the Bureau of K–12 Student Assessment at 850-245-0513 if security breaches are reported or if you need guidance when test invalidation is being considered.

If school- or district-wide testing is interrupted due to a technical issue or technology failure that cannot be easily remedied, please report the issue to the Bureau of K–12 Student Assessment immediately.
District Assessment Coordinator Responsibilities After Testing

After testing, verify that school assessment coordinators have completed the following tasks:

- Filed the signed copies of the 2019–2020 Test Administration and Security Agreement and Spring 2020 Test Administrator Prohibited Activities Agreement
- Filed copies of the seating charts, Security Logs, and required administration information, and stored the originals, along with all used Writing Planning Sheets, worksheets, work folders, and reference sheets in the District Assessment Coordinator ONLY boxes
- Packaged, stored, and returned all materials, according to your instructions and the instructions in this manual

Prepare Boxes for Return

Writing and Reading Passage Booklets should be returned in white-labeled NOT TO BE SCORED boxes. For detailed instructions on preparing boxes for return, please refer to the FSA Paper-Based Materials Return Instructions in Appendix C.

Securely Store District Assessment Coordinator ONLY Boxes

If you instructed schools to return these boxes to you, open the boxes when you receive them, review the required administration information, and make sure that you have notified FDOE if any secure materials are missing. A form for reporting missing materials is available on the FSA Portal. Complete the necessary investigation and file the records.

Verify that the Security Logs, Test Materials Chain of Custody Forms, and seating charts were completed and file them. Do not recycle or destroy any ancillary materials, such as manuals, used work folders, used planning sheets, and used worksheets, until scores for the administration have been reported.

If District Assessment Coordinator ONLY boxes will be securely stored at schools, ensure that school assessment coordinators understand your policies for storing these materials.
Appendix A: Accommodations
Overview

The information in this appendix is organized into sections by category (see table below).

<table>
<thead>
<tr>
<th>Accommodations for Students with Disabilities</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Accommodations for Students with Disabilities (General Information)</td>
<td>186–187</td>
</tr>
<tr>
<td>Accommodations for Students with Disabilities</td>
<td>187–191</td>
</tr>
<tr>
<td>Unique Accommodations</td>
<td>191–192</td>
</tr>
<tr>
<td><strong>Accommodations for English Language Learners</strong></td>
<td>192–193</td>
</tr>
<tr>
<td>Accommodations for English Language Learners (ELLs)</td>
<td>192–193</td>
</tr>
<tr>
<td><strong>Other Accommodations</strong></td>
<td>193–202</td>
</tr>
<tr>
<td>Instructions for Oral Presentation Accommodations</td>
<td>193–202</td>
</tr>
</tbody>
</table>

Test Accommodations for Students with Disabilities

(General Information)

As specified in this appendix, accommodations may be provided to students with disabilities with current Individual Education Plans (IEPs) or Section 504 Plans. Care must be taken to provide a student with only the accommodations permitted for that student. In addition, students with disabilities must be provided the opportunity to participate in practice activities for the statewide assessments with appropriate allowable accommodations. The test administrator and the school assessment coordinator are responsible for ensuring that arrangements for accommodations have been made prior to the test administration dates.

Determination of appropriate accommodations in assessment situations for students with disabilities is based on the individual needs of each student. Decisions on accommodations are made by the IEP or Section 504 team and recorded on the IEP or Section 504 Plan. Students with disabilities should be oriented to any test situation through test-taking instruction designed to familiarize them with the testing format and procedures. This orientation should take place near the time of testing. Guidelines recommended for making accommodation decisions include the following:

1. Accommodations should facilitate an accurate demonstration of what the student knows or can do.
2. Accommodations should not provide the student with an unfair advantage or interfere with the validity of a test; accommodations must not change the underlying skills that are being measured by the test.
3. Accommodations must be the same or nearly the same as those needed and used by the student in completing classroom instruction and assessment activities.
4. Accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery.

Students with disabilities who are not currently enrolled in public schools or receiving services through public school programs and require accommodations in order to participate in a test administration may have access to accommodations if the following information is provided:

- Evidence that the student has been found eligible as a student with a disability as defined by s. 1003.01(3)(a), F.S., or Rule 6A-19.001(6), F.A.C., and
- Documentation that the requested accommodations are regularly used for instruction.
For further information, please contact the Bureau of Exceptional Education and Student Services at 850-245-0475 or visit www.fldoe.org/academics/exceptional-student-edu/.

**Accommodations for Students with Disabilities**

Accommodations must be provided as indicated on student IEPs or Section 504 Plans. Listed below and on the following pages are allowable accommodations for the 2019–2020 Florida Standards Assessments. Not all allowable accommodations are listed.

**A. Flexible Presentation**

- For computer-based test administrations, paper-based test materials may be requested for a student with an IEP or Section 504 Plan that clearly indicates the reason that the computer-based test is not currently accessible or appropriate. Documentation should include the following:
  - Whether or not the student is currently able to use a computer or mobile device to engage in instruction/assessments.
  - Accommodations/assistive technology the student needs when using a computer or mobile device.
  - Training and services the student needs to successfully use a computer or mobile device in instruction/assessments.
  - The type of media/accommodations (e.g., paper, braille) that are necessary if it is determined that the student cannot use a computer or mobile device for the foreseeable future.

- A regular print paper version of the test may be requested for a student. For computer-based test administrations, student eligibility information for regular print test materials must be submitted to FDOE.

- A large print paper version of the test may be requested for a student. The minimum font size for large print test materials is 18 points. Student eligibility for large print test materials must be submitted to FDOE.

- A contracted or uncontracted braille version may be requested for a student who uses braille materials. Student eligibility information for braille test materials must be submitted to FDOE. In braille versions, test items may be altered in format or deleted as authorized by FDOE.

- A one-item-per-page paper version may be requested for a student who requires one test item on a page, fewer test items on a page, increased space between test items, or true black-and-white print. Student eligibility information for one-item-per-page test materials must be submitted to FDOE.

- A regular print or large print passage booklet may be requested for a student participating in a computer-based ELA Reading or ELA Writing test. The passage booklet contains the passages only and does not contain prompts, test items, or answer choices. Student eligibility information for passage booklets must be submitted to FDOE.

- Oral presentation may be provided for directions, prompts, items, and answer choices. Passages in ELA Reading and ELA Writing tests may not be read aloud to students, with the exception of students who have been approved for a unique accommodation (see pages 191–192). Passages in Mathematics or EOC assessments may be read aloud. Prompts, items, and answer choices may not be reworded, summarized, or simplified. When reading answer choices, the test administrator or proctor must be very careful not to use inflection that might lead a student to the correct/incorrect responses. Directions, prompts, items, and answer choices may be repeated as many times as a student requests.
Appendix A: Accommodations

- For computer-based test administrations, a student may use the text-to-speech (TTS) accommodation for oral presentation of prompts, items, and answer choices. TTS will not be enabled on passages in ELA Reading and ELA Writing tests.

- American Sign Language (ASL) videos and Closed Captioning for ELA Reading audio content are available for eligible students who have these accommodations identified in their IEPs or Section 504 Plans.

- Dual monitors may be set up for an American Sign Language (ASL) Accommodation, where the student will work on one monitor and have the ASL translator work from the other.

- Signed presentation may be provided for directions, prompts, items, and answer choices. Passages in ELA Reading and ELA Writing tests may not be signed to students. Passages in Mathematics or EOC assessments may be signed. The test administrator or proctor may sign directions, prompts, items, and answer choices using the same method of sign language that the student regularly uses in the classroom but must be careful not to use signs that might lead the student to a correct response. In such cases, fingerspelling may be used as an alternative. Directions, prompts, items, and answer choices may be signed as many times as a student requests.

- For oral or signed presentation, the test administrator or proctor may sign or read aloud allowable portions of the tests to the student in the manner that is regularly used in the classroom. Examples of allowable oral/signed presentation include but are not limited to reading/signing to a group of students, reading/signing to a student individually, and reading/signing only when a student requests.

- For students who have oral presentation of directions only, directions are the scripts and the bold text in the test and answer book before test items.

- Test directions may be repeated, clarified, or summarized as many times as a student requests.

- A student may be provided with a copy of directions from the administration script that is read by the test administrator.

- A student may be allowed to demonstrate that he or she understands the directions (e.g., repeating, paraphrasing).

- A student may read aloud directions, passages, prompts, items, and answer choices to himself/herself. This would require use of a device such as a WhisperPhone®, or would require that the student be tested in a separate setting so that other students are not disturbed.

- Verbal encouragement (e.g., “keep working,” “make sure to answer every question”) may be used; however, it may not be used to assist a student in producing or correcting responses.

- Students may use magnification devices (e.g., CCTV/video magnifiers, reading loupes, handheld magnifiers). Devices must be used without accessing image-upload features (e.g., devices with a memory card must have the memory card removed during testing).

- A student may use a straightedge to maintain or enhance visual attention to test items.

- Portions of a test may be masked to direct attention to uncovered item(s). For computer-based test administrations, a student may use the masking accommodation.

- Colored transparencies/overlays may be used.

- Test documents may be secured to a work area. If adhesives are used to secure scannable documents, responses must be transcribed into replacement documents.

- Positioning tools, such as a reading stand, may be used.
• A student may use a highlighter to highlight key words or phrases in directions, passages, prompts, items, and answer choices. If a highlighter is used on a scannable document and the ink is visible on a response area (e.g., writing response, answer bubble), responses must be transcribed into a replacement document.

B. Flexible Responding

• A student may use varied methods to respond to a test, including written, typed, signed, and verbal responses. A test administrator or proctor may record or transcribe student responses to the format required by the test.

  ▪ Students must be told the amount of space into which the response will be recorded or transcribed. Recorded or transcribed responses must accurately reflect the response of the student, without addition or enhancement by the test administrator or proctor. Copies must be erased or destroyed after the responses have been transcribed.

  ▪ If a student provides a verbal or signed response, the test administrator or proctor must ask the student to indicate punctuation, capitalization, and the spelling of words that he or she is not completely certain that the student can spell (i.e., words not on the Dolch word list for the grade level tested). The student may review the written material and direct the test administrator or proctor on editing the response.

  ▪ If a student taking a paper-based Writing test provides a typed response, transcription of the response into the paper-based test is not required. Directions for returning typed Writing responses are included in the scripts and instructions for administering paper-based accommodations available on the FSA Portal.

  ▪ FDOE recommends that when transcribing a student response from one medium to the regular print test and answer book that one adult transcribes the response and another adult confirms the transcription.

• A student may use speech-to-text technology to record responses. Information for using speech-to-text technology is found in the Speech-to-Text Policies document on the portal.

• A student may provide responses using a mouse, keyboard, or assistive technology that uses either device.

• A student may use a computer or other device to provide responses.

• A student may use a computer switch or pointing device to provide responses.

• A student may use a communication device to provide responses.

• A test administrator or proctor may check periodically to be sure that a student is entering answer choices correctly on a computer-based test.

• A student may use special paper such as raised-line, shaded-line, or color-coded. Responses must be transcribed from the special paper to the format required by the test.

C. Flexible Scheduling

• A student may be administered a test session during several brief periods within one school day, allowing frequent breaks. Between sessions and during breaks (e.g., restroom breaks, lunch breaks), students must be closely monitored to ensure that they do not share information about the test.
Appendix A: Accommodations

- A student may use a specific time of day for test sessions.
- A student may be provided extended time to complete a test session. Extended time must be provided in accordance with the student’s IEP or Section 504 Plan. **Extended time is not unlimited time;** it should align with the accommodation used regularly in the student’s classroom instruction and assessments. The student is not required to use all of the extended time that is allowed and may end the test session prior to the expiration of the extended time. Each test session must be completed within one school day.
- A student with a flexible scheduling accommodation that requires more than one day to complete an FSA reading, mathematics, or EOC test session must participate in testing using paper-based test materials. The following conditions must be maintained to ensure the validity of the test administration across days:
  - The student may not be permitted to change his or her responses to items that were completed on a previous day.
  - The test administrator must closely supervise the administration of the test on an individual basis to ensure that responses from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.
  - The test administrator must use a paper clip or binder clip to secure the test documents and prevent the student from reviewing his or her answers from the previous day. Staples or tape should **not** be used. Clips must be removed after testing.
- All FSA Writing administrations must be completed in one school day.
- Grades 7–8 students with extended time accommodations may be administered one FSA Mathematics session per day (over 3 days).

**D. Flexible Setting**

- A student may be administered a test in a familiar place with a test proctor present, and/or a familiar person who has been appropriately trained may administer the test. Procedures for test security must be followed and precautions taken to ensure that the test remains secure.
- A student may be administered a test individually or in a small group setting. A small group should be of a comparable size to the normal instruction group size indicated on the student’s IEP or Section 504 Plan.
- If a student requires use of an accommodation that may disturb or is not allowed for other students in the room (e.g., read aloud), the student should be tested in a separate setting.
- A student may use special lighting.
- A student may use adaptive or special furniture.
- Special acoustics, such as FM systems, may be used to enhance sound, or special rooms may be used to decrease auditory distractions.
- The opportunity for movement may be increased or decreased.
- Stimuli may be reduced (e.g., by limiting the number of items around the student’s desk or computer station).
- White noise/sound machines or music that are approved by district/school personnel may be used to reduce auditory distractions. During testing, machines and music players must be controlled by the test administrator or proctor.
E. Assistive Devices and Tools

- A student may use software programs to ensure access to the computer and to approved assistive technology (e.g., switch scanning software, specialized on-screen keyboards, mouse emulators).
- A student may use varied assistive devices to access the computer (e.g., alternative keyboards, trackballs, joysticks, switch scanning systems, touch screens, mouth sticks, head wands, eye-gaze or head control systems).
- Visual magnification and auditory amplification devices may be used.
- Other assistive technology typically used by the student in classroom instruction may be used, provided that the purpose of the test is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.
- A student may have stress-relieving aids, such as a stress ball, during the test administration.
- Students who use sign language as their primary means of communication may use an English/sign or sign/English translation dictionary. The dictionary must be similar to one used in an instructional setting and may not contain definitions of words. The dictionary may contain the sign picture, the word, synonyms, and an index. Electronic sign language dictionaries that meet the same requirements without accessing the Internet may be used.
- For Sessions 2 and 3 of Grades 7–8 mathematics and for Session 2 of EOC Mathematics tests, a regular, large key/large display, or talking scientific calculator may be used. No other calculator may be used. Calculators may not be used during other tests or test sessions.
- A student with a visual impairment may use an abacus and products such as the Graphic Aid for Mathematics, Math Window®, and the geoboard. These devices are approved substitutes for paper-and-pencil computation.
- A student may use blank mathematics grids/guides to organize mathematical computation.
- Multiplication charts/tables may not be used.
- Devices designed to check grammar or spelling must not be used.
- Manipulative materials, including but not limited to counters, base-10 blocks, clock faces, or geometric shapes may not be used except when approved by FDOE for use with braille test materials. Real coins may be used to represent coins depicted in test items. Coins may not be used as counting devices.
- Students who require the use of an electronic device for a purpose specified on his or her plan (e.g., health monitoring application on the student’s phone) may have access to the device during testing. A test administrator must be able to monitor the student’s use of the device at all times during testing.

Unique Accommodations

In accordance with Rule 6A-1.0943, F.A.C., school districts may request unique accommodations for individual students with disabilities. Unique accommodations are specialized accommodations that require alterations to existing test materials, presentation, or administration guidelines. Requests may be submitted for such accommodations that are outside of the scope of currently available test materials and/or established test administration procedures. Paper-based accommodations are not unique accommodations and may be provided to eligible students.
Appendix A: Accommodations

Written requests for unique accommodations must be submitted using the *Unique Accommodations Request Form* provided by FDOE. In order to be approved for use during testing, a unique accommodation must be documented on an IEP or Section 504 Plan, must be used regularly by the student in the classroom, and must not negate the validity or threaten the security of the assessment. Requests should be reviewed and approved by district personnel before submission to FDOE. Each unique accommodation must be approved by the Commissioner of Education or a designee prior to its use.

**Accommodations for English Language Learners (ELLs)**

Districts are required to offer accommodations to students identified as ELLs. The following are allowable accommodations for ELLs participating in the 2019–2020 Florida Standards Assessments.

**A. Flexible Setting**

- ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

**B. Flexible Scheduling**

- ELLs may take a test session during several brief periods within one school day; however, each test session must be completed within one school day.
- ELLs may be provided additional time to complete a test session; however, each test session must be completed within one school day.

**C. Assistance in Heritage Language**

- ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student’s heritage language for directions, prompts, items, and answer choices. This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student’s heritage language. Assistance may not be provided for words or phrases in ELA Reading and ELA Writing passages.
- For students who are both ELLs and have an IEP or Section 504 Plan that allows oral presentation, the oral presentation must be in English and not in the student’s heritage language. These students may still receive limited assistance in their heritage language.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student’s heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in ELA Reading or ELA Writing passages.
Appendix A: Accommodations

D. Approved Dictionary and Glossary

• ELLs should have access to an English-to-heritage language translation and/or heritage language-to-English translation dictionary or glossary or both, such as those made available to ELLs in an instructional setting. Glossaries containing content specific word-to-word translations in heritage language can also be provided. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided. Electronic translation dictionaries or glossaries that meet the same requirements without accessing the Internet may be used.

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 191–192).

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.
Appendix A: Accommodations

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.

Directions may be read aloud.

Do not read anything in this portion of the item aloud.

(A passage in ELA Reading may not be read aloud.)

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.)

People often talk about the beauty of a sunset or sunrise. The Sun is able to inspire many feelings in 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.

Now answer Numbers 14 through 16. Choose the correct word or phrase for each of the following.

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.)

14. The Sun is able to inspire many feelings in awe, wonder, and even delight.

- people: ⑩ people;
- people, ⑩ people;
- people; ⑩ 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 ⑩ it splits
- splits ⑩ 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 ⑩ 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, ⑩ halo;
- halo/ ⑩ correct as is
Now answer Numbers 19 through 22. Choose the correct word or phrase for each of the following.

19. Choose the sentence that uses pronouns correctly.
   - While theater doesn't fascinate everyone, many people love it.
   - While theater doesn’t fascinate everyone, many people love these.
   - While theater doesn’t fascinate everyone, many people love those.
   - correct as is

20. Choose the correct spelling.
   - individual
   - individual
   - individule
   - correct as is

21. Choose the correct way to complete the sentence.
   - mistakes because they will have to think on their feet to fix them.
   - mistakes. Because they will have to think on their feet to fix them.
   - mistakes, because they will have to think on their feet to fix them.
   - correct as is

22. Choose the sentence that corrects the unclear pronoun.
   - Both the teachers and the classes are popular, and who are experts in their field.
   - Both the teachers and the classes are popular, and both are experts in their field.
   - Both the teachers and the classes are popular, and the students are experts in their field.
   - Both the teachers and the classes are popular, and the teachers are experts in their field.

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.)

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

Everything in this portion of the item may be read aloud.

Everything in this portion of the item may be read aloud. (An individual sentence from a passage that appears in an item may be read aloud.)

Everything in this portion of the item may be read aloud.
Appendix A: Accommodations

Example:

**Part A**
Fill in the circle before the sentence that shows how the author supports the idea that students who live far from each other can learn together.

① She tells about why students should learn online.
② She shares details about the way students learn online.
③ She gives examples of how online learning helps students.
④ She explains that the online classroom is only for a short time.

**Part B**
Fill in the circle before the two sentences that support the answer in part A.

① It is also possible for students to live in different places and be a part of an online class together.
② Each person goes to a website for the class he or she is taking.
③ Thousands of people can watch and listen to this class at the same time.
④ When they want to speak, they can use a microphone to ask and answer questions.
⑤ When the lesson is completed and all good-byes have been said, the students and teacher in the online class log out.
⑥ The connection over the Internet is broken, and the online classroom disappears.

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.)

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.

Everything in this portion of the item may be read aloud.
(Individual sentences from a passage that appear in an item may be read aloud.)
Example:

Select the lines from Passage 2 that develop the speaker's desire for adventure.

- Three of us afloat in the meadow by the swing, Winds are in the air, they are blowing in the spring, And waves are on the meadow like the waves there are at sea.
- Where shall we adventure, to-day that we're afloat? Wary of the weather and steering by a star? Shall it be to Africa, a-steering of the boat, To Providence, or Babylon, or off to Malabar?
- Hi! but here's a squadron a-rowing on the sea— Cattle on the meadow a-charging with a roar! Quick, and we'll escape them, they're as mad as they can be, The wicket is the harbour and the garden is the shore.

Do not read anything in this portion of the item aloud.

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. 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)

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.
Example:

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: \( x = 1 \), \( x = 2 \), \( x = 3 \). From top to bottom the row headings read: \( 2x + 5 = 9 \), \( 2x + 5 < 9 \), \( 2x + 5 \leq 9 \).

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.
Appendix A: Accommodations

Example:

A figure is shown.

What is the measure, in degrees, of the shaded angle?

Everything in this portion may be read aloud.

The figure should be described as follows: A horizontal line is shown. Two rays extend upward from the horizontal line from a shared point, creating three angles. The angle to the left is labeled seven x. The label in the middle has a shaded angle marker and is labeled eight x. The angle to the right is labeled forty-four point four degrees.

Everything in this portion may be read aloud.

A figure is shown.

What is the measure, in degrees, of the shaded angle?

Everything in this portion may be read aloud.

The figure should be described as follows: A horizontal line is shown. Two rays extend upward from the horizontal line from a shared point, creating three angles. The angle to the left is labeled seven x. The label in the middle has a shaded angle marker and is labeled eight x. The angle to the right is labeled forty-four point four degrees.

Everything in this portion may be read aloud.

What is the measure, in degrees, of the shaded angle?
Example:

Maurice and Gina each have a container of water, as shown.

The graphic should be described as follows: The left container titled Maurice has marks that are labeled from bottom to top five, ten, fifteen, twenty, and twenty-five liters. Between each of the labeled marks, there are four shorter marks that are not labeled. Water is shown in the container up to the third short mark above the mark labeled twenty. The right container titled Gina has marks that are labeled from bottom to top five, ten, fifteen, twenty, and twenty-five liters. Between each of the labeled marks, there are four shorter marks that are not labeled. Water is shown in the container up to the mark labeled ten.

What is the difference, in liters (L), between the amounts of water in their containers?

Everything in this portion may be read aloud.
Example:

Polygon $ABCDE$ is shown on the coordinate grid.

The coordinate grid should be described as follows: A coordinate grid is shown. The y-axis ranges from negative six to six in increments of one. The x-axis ranges from negative six to six in increments of one. A polygon is drawn on the coordinate grid. Connecting at point A negative three, two, point B one, two, point C three, negative one, point D zero, negative three and point E negative four, negative three.

What is the perimeter, to the nearest hundredth of a unit, of polygon $ABCDE$?

Everything in this portion may be read aloud.
Appendix B: FSA Help Desk
Appendix B: FSA Help Desk

FSA Help Desk

Questions related to 2019–2020 Florida Standards Assessments may be directed to the FSA Help Desk. The Help Desk will be open Monday–Friday (except holidays) from 7:00 a.m. to 8:30 p.m., ET.

**FSA Help Desk Contact Information**

Toll-Free Phone Support: **866-815-7246**

For questions about materials shipments and returns, select option 2.

Email Support: **FSAhelpdesk@air.org**

_emails to the Help Desk will be automatically logged and responded to within one working day (typically sooner). Urgent requests will be given priority. If you need immediate assistance, you may leave your cell phone number with the Help Desk for a return call as soon as possible. If you contact the Help Desk, you will be asked to provide as much detail as possible about the problem you encountered._

If contacting the Help Desk regarding a concern related to computer-based testing, please provide the following information:

- Test administrator name and IT/network contact person and contact information
- FLEID(s) or Result ID(s) of affected student(s)
  - **Do not send secure student information to the Help Desk via email.**
- Device, operating system, and browser version information
- Any error messages and codes that appeared, if applicable
- Information about your network configuration:
  - Secure browser installation (to individual machines or network)
  - Wired or wireless Internet network setup

**Supported Operating Systems**

As a reminder, official technical support is provided only for the systems listed on the **Supported Systems & Requirements** page located in the **Technology Resources** section of the FSA Portal.
Appendix C: FSA Paper-Based Materials Return Instructions
Appendix C: FSA Paper-Based Materials Return Instructions

**Introduction**

This appendix contains instructions for preparing and packaging materials for return for the Spring 2020 administration of the following Florida Standards Assessments (FSA) tests:

- FSA English Language Arts (ELA) Writing
- FSA ELA Reading and FSA Mathematics

District assessment coordinators and school assessment coordinators should familiarize themselves with these instructions prior to preparing materials for return after any paper-based test administration. Note that the process for returning FSA paper-based test materials differs from the materials return process for NGSSS Pearson test materials. Therefore, it is important to follow these instructions carefully.

For questions regarding return dates, please contact the Bureau of K–12 Student Assessment at 850-245-0513. Other questions regarding material returns may be directed to the FSA Help Desk at 866-815-7246 (option 2) or FLProjectTeam@DataRecognitionCorp.com.

**Prepare Materials for Return**

Prepare and package all materials according to the following instructions to ensure that student scores are accurately reported. Incorrectly labeled or mispackaged materials may delay reporting of student results.

Follow these steps:

1. Verify that all secure materials have been returned. District assessment coordinators must investigate immediately if any secure materials are missing.

2. Ensure each test and answer book has a PreID label. If a test administrator notifies you that the FLEID is incorrect on a PreID label, the document may still be submitted for scoring, but you must first resolve the errors by correcting the FLEID in TIDE and then printing a new On-Demand PreID Label. To print PreID labels, follow the instructions in the TIDE User Guide. Apply the new PreID label directly over the incorrect label. Do not try to remove the incorrect label.

3. Inspect test and answer books for stray marks on the PreID label barcode and the security number barcode. Verify that each student has completed the required information in the upper left corner of the demographic page and, if applicable, remove any stray planning sheets or reference sheets from test and answer books. Do not review test content, student responses, or check through books for stray marks.

4. If a test has been invalidated for any of the reasons listed on pages 17–18, verify that the DNS bubble has been gridded and that the document is placed with TO BE SCORED materials. Verify that no DNS bubbles have been gridded by mistake. If a DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble, and place the document with TO BE SCORED materials.

5. Verify that the DNS bubble has been gridded on all test and answer books with a PreID label applied that should not be scored and place the documents with NOT TO BE SCORED materials. It is not necessary to grid the DNS bubble if the test and answer book is defective and unused (i.e., no PreID label) and has been packaged properly for return with all other NOT TO BE SCORED materials.

6. Ensure that the PreID labels applied to special programs students’ test and answer books indicate the correct district/school numbers. See the following table for guidance.
Appendix C: FSA Paper-Based Materials Return Instructions

<table>
<thead>
<tr>
<th>Program</th>
<th>District Number</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLVS Full Time K–5</td>
<td>71</td>
<td>0300</td>
</tr>
<tr>
<td>FLVS Full Time 6–8</td>
<td>71</td>
<td>0801</td>
</tr>
<tr>
<td>FLVS Full Time 9–12</td>
<td>71</td>
<td>0400</td>
</tr>
<tr>
<td>District Virtual Instruction Program (VIP)</td>
<td>Your district number</td>
<td>7001 or 7023</td>
</tr>
<tr>
<td>District Franchise of FLVS</td>
<td>Your district number</td>
<td>7004</td>
</tr>
<tr>
<td>Virtual Charter Schools</td>
<td>Your district number</td>
<td>Charter School Number</td>
</tr>
<tr>
<td>Home Education</td>
<td>Your district number</td>
<td>9998</td>
</tr>
<tr>
<td>McKay Scholarship (private school)</td>
<td>Your district number</td>
<td>3518</td>
</tr>
<tr>
<td>Private School/Scholarship Students</td>
<td>97</td>
<td>9900</td>
</tr>
</tbody>
</table>

7. Once you have verified that documents are correctly labeled, separate materials into stacks, as indicated below and on the following page.

   - TO BE SCORED regular print test and answer books
   - TO BE SCORED large print and one-item-per-page test materials
   - TO BE SCORED braille test materials
   - NOT TO BE SCORED materials—includes all unused regular print test and answer books (including unused books with PreID labels applied), special documents, passage booklets, and used documents that should not be processed for scoring

   Materials from the same administration do not need to be sorted by grade level, subject, or special program if they require the same type of return label. For instance, all TO BE SCORED regular print Grades 4–10 ELA Writing materials may be placed in the same box, unsorted, with a green return label affixed.

8. If your school was selected for calibration, ensure that you return materials using striped labels.

**Package Materials for Return**

Place materials in boxes, and apply the appropriate colored return labels on the boxes.

Refer to the following table for the appropriate return label colors for TO BE SCORED and NOT TO BE SCORED materials from each administration.

<table>
<thead>
<tr>
<th>Materials Types</th>
<th>ELA Writing Grades 4–10</th>
<th>ELA Reading Grade 3</th>
<th>ELA Reading Grades 4–6 &amp; Mathematics Grades 3–6</th>
<th>ELA Reading Grades 7–10 &amp; Mathematics Grades 7–8/EOC</th>
<th>ELA Writing &amp; Reading Retake</th>
</tr>
</thead>
<tbody>
<tr>
<td>TO BE SCORED Regular Print Test Materials</td>
<td>Green Labels</td>
<td>Gray Labels</td>
<td>Orange Labels</td>
<td>Purple Labels</td>
<td>Red Labels</td>
</tr>
<tr>
<td>TO BE SCORED Calibration Test Materials</td>
<td></td>
<td></td>
<td></td>
<td>Striped Labels*</td>
<td>N/A</td>
</tr>
<tr>
<td>TO BE SCORED Large Print and One-Item-Per-Page Test Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Blue Labels</td>
</tr>
</tbody>
</table>
Appendix C: FSA Paper-Based Materials Return Instructions

<table>
<thead>
<tr>
<th>Materials Types</th>
<th>ELA Writing Grades 4–10</th>
<th>ELA Reading Grade 3</th>
<th>ELA Reading Grades 4–6 &amp; Mathematics Grades 3–6</th>
<th>ELA Reading Grades 7–10 &amp; Mathematics Grades 7–8/EOC</th>
<th>ELA Writing &amp; Reading Retake</th>
</tr>
</thead>
<tbody>
<tr>
<td>TO BE SCORED Braille Test Materials</td>
<td>Pink Labels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All NOT TO BE SCORED Materials</td>
<td>White Labels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Striped labels for calibration materials will be the same color as the applicable administration but will include a stripe across the middle of the label. For instance, a label for Grade 3 ELA Reading calibration materials will be gray with a stripe across the middle.

It is your responsibility to package all materials correctly. Mispackaged materials will impact the reporting of student results.

TO BE SCORED Regular Print Test Materials (Green, Gray, Orange, Purple, Red, or Striped Return Labels)

1. If provided plastic return bags, place all TO BE SCORED regular print materials in the plastic return bags. Place all materials facing in the same direction, or divide the stack of materials into two halves with each half facing a different direction. Do not alternate individual books in different directions. Use the provided zip ties to securely close the bags. Return bags should contain only TO BE SCORED regular print documents.

   ![Image of return bags]

If not provided plastic return bags, place all TO BE SCORED regular print materials directly in DRC boxes.

Materials that have the same color return label do not need to be sorted by grade level, subject, or special program if they require the same type of return label. For instance, all TO BE SCORED regular print Grades 4–10 ELA Writing materials may be placed in the same box, unsorted, with a green return label affixed. However, materials with different colored return labels must not be packaged together. Do not use paper bands, rubber bands, or any other extra materials to separate documents.

2. When placing materials in DRC boxes (whether plastic return bags are used or not), use filler such as crumpled paper or bubble wrap to make sure the materials do not shift during transport. Then tape the boxes securely using several strips of heavy-duty shipping tape.

3. Affix the appropriate colored return label for the administration to the top of the box (see the table on pages 207–208). Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, the district assessment coordinator may request additional return labels through the Place Additional Orders page in TIDE.
Appendix C: FSA Paper-Based Materials Return Instructions

Sample TO BE SCORED Label

| SPRING 2020 FSA WRITING GR 4-10 |
|---------------|------------------|
| SCHOOL: 77-9002 |
| FROM: DEMO SCHOOL 9002 |
| FLORIDA DEPARTMENT OF EDUCATION |
| 325 WEST GAINES ST STE 401 |
| TALLAHASSEE, FL 32399 |
| TO: Data Recognition Corporation (DRC) |
| 8900 Wyoming Avenue N |
| Brooklyn Park, MN 55445 |

TO BE SCORED Large Print and One-Item-Per-Page Materials (Blue Labels)

1. Open each Special Document Return Envelope and verify that each envelope contains documents for one student only. Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following large print or one-item-per-page test materials:

   • **Large Print Test Materials**
     - Large print test and answer book
     - Regular print Form 1 test and answer book (with PreID label applied and answers transcribed)

   • **One-Item-Per-Page Test Materials**
     - One-item-per-page test and answer book
     - Regular print Form 1 test and answer book (with PreID label applied and answers transcribed)

2. Verify the following:

   • Student name is included on the large print and one-item-per-page test and answer books.
   • Regular print test and answer books have the correct PreID labels applied. Do not place PreID labels on the large print or one-item-per-page test and answer books. PreID labels must be applied to the regular print test and answer books.
   • If the original regular print test and answer book is damaged or used by another student, a replacement regular print test and answer book (Form 1) must accompany the special document with a PreID label applied.
   • The DNS bubble has not been gridded by mistake. If the DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble.
   • If the invalidated test should be processed for scoring, the test and answer book and special document must be returned in a TO BE SCORED box with a blue label. If the invalidated test should not be processed, place the test and answer book and special document in a white-labeled NOT TO BE SCORED box.
   • Student responses have been entered into the correct document type. Large print and one-item-per-page student responses should be transcribed into the regular print test and answer books by the school or district assessment coordinator. If student responses are not recorded properly, they may be in late reporting.

3. Verify that the student information is completed on the Special Document Return Envelope(s). The space on the envelope marked **Student Envelope _of_** should be used to number each student’s envelopes 1 of n, 2 of n, etc., where n is the total number of envelopes for that student. Seal the envelope(s).
4. Place the Special Document Return Envelopes containing TO BE SCORED large print and one-item-per-page materials in the boxes in which they arrived. Do not return TO BE SCORED large print or one-item-per-page materials in the same boxes as TO BE SCORED regular print or braille materials. Mispackaged materials will delay reporting of student results.

5. Affix a blue TO BE SCORED large print/one-item-per-page return label to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, the district assessment coordinator may request additional return labels through the Place Additional Orders page in TIDE.

6. Place NOT TO BE SCORED large print and one-item-per-page materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in white-labeled boxes.

7. Place non-secure materials in the District Assessment Coordinator ONLY boxes, or handle as directed by your district assessment coordinator.

**Sample Blue TO BE SCORED Label (Large Print/One-Item-Per-Page)**

![Sample Blue TO BE SCORED Label](image)

**TO BE SCORED Braille Materials (Pink Labels)**

1. Open each Special Document Return Envelope and verify that each envelope contains documents for one student only. Materials for one student may be placed in more than one envelope. Make sure that the student envelope(s) contains the following braille test materials:
   - Braille Answer Sheets containing student responses
   - Braille Test Books
   - Braille Testing Rules Acknowledgment Sheet
   - Regular Print Test and Answer Book (with PreID label applied)

2. Verify the following:
   - Student name is included on the braille test books, braille answer sheets, and Testing Rules Acknowledgment Sheets.
   - Regular print test and answer books have the correct PreID labels applied. Do not place PreID labels on the braille test books or answer sheets. PreID labels must be applied to the regular print test and answer books.
   - If the original regular print test and answer book is damaged or used by another student, a replacement regular print test and answer book (Form 1) must accompany the special document with a PreID label applied.
   - The DNS bubble has not been gridded by mistake. If the DNS bubble has been gridded by mistake, erase the DNS bubble and grid the UNDO bubble.
• If the invalidated test should be processed for scoring, the test and answer book and special document must be returned in a TO BE SCORED box with a pink label. If the invalidated test should not be processed, place the test and answer book and special document in a white-labeled NOT TO BE SCORED box.

• Student responses have been entered into the correct document type. Braille student responses should be recorded on braille answer sheets or, if recorded for the student, in the regular print test and answer books. If student responses are not recorded properly, they may be in late reporting.

3. Verify that the student information is completed on the Special Document Return Envelope(s). The space on the envelope marked Student Envelope_of should be used to number each student’s envelopes 1 of n, 2 of n, etc., where n is the total number of envelopes for that student. Seal the envelope(s).

4. Place the Special Document Return Envelopes containing TO BE SCORED braille materials in the boxes in which they arrived. Do not return TO BE SCORED braille materials in the same boxes as TO BE SCORED regular print or large print and/or one-item-per-page materials. Mispackaged materials will delay reporting of student results.

5. Affix the pink TO BE SCORED braille return label for the administration to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, the district assessment coordinator may request additional labels through the Place Additional Orders page in TIDE.

6. Place NOT TO BE SCORED braille materials (unused documents, used defective documents) with all other NOT TO BE SCORED materials in white-labeled boxes.

7. Place non-secure materials in the District Assessment Coordinator ONLY boxes, or handle as directed by your district assessment coordinator.

Sample Pink TO BE SCORED Label (Braille)

All NOT TO BE SCORED Materials (White Labels)

Note: Secure test materials should never be destroyed (e.g., shredded, thrown in the trash), except for soiled documents as described in the Hazardous Materials section of this test administration manual.

1. Place all NOT TO BE SCORED materials (unused non-preidentified test and answer books and used test and answer books that should not be processed for scoring) in boxes. Include Braille Notes, passage booklets, audio passage transcripts, and NOT TO BE SCORED special document materials.

2. Affix the white NOT TO BE SCORED return label for the correct administration to the top of the box. Labels may be placed over any existing shipping labels (e.g., vendor or carrier labels). Do not copy or create your own labels. If you need additional labels, the district assessment coordinator may request additional return labels through the Place Additional Orders page in TIDE.
3. Each spring administration (e.g., SPRING 2020 FSA WRITING/READING/MATHEMATICS/EOC, SPRING 2020 ELA RETAKE & ALGEBRA 1 RETAKE) has its own white label. Be sure to affix the appropriate white return label based on the administration for which the included materials were intended.

Sample White NOT TO BE SCORED Label

Label Boxes for Return

Refer to the table on pages 207–208 for the types of materials and corresponding colored return labels that must be affixed to all boxes prior to returning to DRC.

- **Green**-labeled boxes (Grades 4–10 ELA Writing TO BE SCORED materials)
- **Green striped**-labeled boxes (Calibration Grades 4–10 ELA Writing TO BE SCORED materials)
- **Gray**-labeled boxes (Grade 3 ELA Reading TO BE SCORED materials)
- **Gray striped**-labeled boxes (Calibration Grade 3 ELA Reading TO BE SCORED materials)
- **Orange**-labeled boxes (Grades 4–6 ELA Reading and Grades 3–6 Mathematics TO BE SCORED materials)
- **Orange striped**-labeled boxes (Calibration Grades 4–6 ELA Reading and Grades 3–6 Mathematics TO BE SCORED materials)
- **Purple**-labeled boxes (Grades 7–10 ELA Reading, Grades 7–8 Mathematics, and EOC TO BE SCORED materials)
- **Red**-labeled boxes (ELA Writing and Reading Retake TO BE SCORED materials)
- **White**-labeled boxes (All NOT TO BE SCORED materials)
- **Blue**-labeled boxes (large print/one-item-per-page TO BE SCORED materials)
- **Pink**-labeled boxes (braille TO BE SCORED materials)

Keep all secure materials in locked storage until your scheduled return.

Return Materials to Contractor

FDOE will communicate return dates for each administration. All materials must be returned by your established return dates.

Return TO BE SCORED special documents (large print, braille, one-item-per-page) on the same date as all other TO BE SCORED materials. Do not package special documents with regular print TO BE SCORED materials; however, special document boxes may be placed on top of pallets for return, if applicable.
NOT TO BE SCORED test and answer books and other secure NOT TO BE SCORED materials (e.g., Writing Passage Booklets, Reading Passage Booklets) should be returned no later than your established return date.

If necessary, district assessment coordinators may request additional return labels, shipping boxes, and special document materials return boxes through the Place Additional Orders page in TIDE.

Follow the instructions below and on the following pages based on the shipping carrier that will pick up your materials.

<table>
<thead>
<tr>
<th>King Solutions (Freight)</th>
<th>UPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>King Solutions will send out return shipping instructions 10 days prior to your scheduled return date. If you are returning freight, you must reply to the e-mail requesting a pickup at least one week prior to your return date. You may return your NOT TO BE SCORED materials with your TO BE SCORED materials pickup or as a separate shipment. No additional labels are required if King Solutions is your carrier. Ensure that all boxes have appropriate colored return labels.</td>
<td>DRC will send out a return reminder prior to your scheduled return date. If you are returning UPS, you must call UPS to schedule your pickup at least one day prior to your return date. Your TO BE SCORED materials must be returned by your established return dates. You may return your NOT TO BE SCORED materials on the same date as your established TO BE SCORED return date. However, if you choose to return your NOT TO BE SCORED materials separately, you must call UPS to arrange a separate pickup no later than the established return date. Ensure that all boxes have UPS-RS labels affixed in addition to the appropriate colored return labels.</td>
</tr>
</tbody>
</table>

If you are unsure of your shipping vendor or encounter difficulties with these shipping procedures, please contact the FSA Help Desk at 866-815-7246 (option 2) or FLProjectTeam@DataRecognitionCorp.com. Designate a person to be available at the pickup site on the scheduled dates. For questions regarding return dates or materials return, please contact the Bureau of K–12 Student Assessment at 850-245-0513.

UPS Return Instructions for TO BE SCORED Materials

- Ensure the appropriate colored TO BE SCORED return label for the document type and administration is affixed to each box. (See the chart on pages 207–208.)
- Affix a UPS-RS label to the top of each box, making sure that it is not applied across the box flap seam. Do not send any boxes via UPS without a UPS-RS label. Please keep records of the tracking number(s). There is a detachable tracking number located at the bottom of the label to help facilitate this process. The UPS-RS number is also located directly above the barcode in the middle of the shipping label. These tracking numbers do not need to be provided to the contractor unless requested.
- All districts will be shipped UPS-RS labels based on the size of the district.
  - Schools chosen for calibration will affix “Next Day Air” UPS-RS labels to boxes with one of the following return labels affixed:
    - Green-striped (Grades 4–10 ELA Writing calibration)
    - Gray-striped (Grade 3 ELA Reading calibration)
    - Orange-striped (Grades 4–6 ELA Reading; Grades 3–6 Mathematics calibration)
• All schools will affix “Ground” UPS-RS labels to boxes with one of the following return labels affixed:
  ° White (NOT TO BE SCORED)
  ° Blue or Pink (TO BE SCORED Special Documents)
• Schools that receive only “Ground” UPS-RS labels will affix “Ground” labels to boxes with one of the following return labels affixed:
  ° Green (Grades 4–10 ELA Writing)
  ° Gray (Grade 3 ELA Reading)
  ° Orange (Grades 4–6 ELA Reading; Grades 3–6 Mathematics)
  ° Purple-labeled boxes (Grades 7–10 ELA Reading, Grades 7–8 Mathematics, and EOC TO BE SCORED materials)
  ° Red-labeled boxes (ELA Writing and Reading Retake TO BE SCORED materials)
• Schools that receive “2nd Day Air” UPS-RS labels will affix “2nd Day Air” labels to boxes with one of the following return labels affixed:
  ° Green (Grades 4–10 ELA Writing)
  ° Gray (Grade 3 ELA Reading)
  ° Orange (Grades 4–6 ELA Reading; Grades 3–6 Mathematics)
  ° Purple-labeled boxes (Grades 7–10 ELA Reading, Grades 7–8 Mathematics, and EOC TO BE SCORED materials)
  ° Red-labeled boxes (ELA Writing and Reading Retake TO BE SCORED materials)
• See the label placement on the box diagram graphic below.

• TO BE SCORED materials must be returned according to your scheduled return dates. You may return your NOT TO BE SCORED materials with your TO BE SCORED materials, or you may call UPS to arrange a separate pickup (see the instructions on the following page).

Please call UPS at 866-857-1501 to schedule your pickup. (Do not call the UPS general number found on the UPS website.) Schedule a date for pickup, and inform UPS that you have UPS-RS labels. Please schedule your pickup at least one day in advance.

• Provide the UPS service representative with the tracking number printed on one of the UPS-RS labels and the number of boxes ready for pickup. The service representative will use this number to bill the pickup and return charges to the contractor.

• If you have a daily scheduled UPS pickup, you may send your return shipment with the rest of your packages. However, if you have more than 10 boxes, you must call UPS to schedule a pickup to ensure all of your boxes are picked up according to your scheduled return dates.

• Alternately, you may bring your shipment to a UPS location for return.
King Solutions Return Instructions for TO BE SCORED Materials

- King Solutions will send out TO BE SCORED return shipping instructions 10 days prior to your scheduled return date. If you are returning freight, you must reply to the e-mail requesting a pickup at least one week prior to your return date. You may also call or e-mail King Solutions at 866-237-6503 or DRCGroup@kingsolutionsglobal.com.
- King Solutions requires only the appropriate colored TO BE SCORED return label (i.e., there are no King Solutions-specific return labels). Ensure the appropriate colored TO BE SCORED return label for the document type and administration is affixed to each box.
- If palletizing materials, please note the following instructions:
  - Palletize NOT TO BE SCORED boxes separately from TO BE SCORED boxes.
  - Palletize boxes containing special documents separately from calibration and noncalibration boxes. Special document boxes may be placed on top of TO BE SCORED pallets for return.
- Securely wrap pallets with multiple layers of shrink-wrap. Pallets should be marked with two labels indicating the district name and address. Labels should be placed on two sides where the forklift operator can see them. Also tape a copy of all the bills of lading (supplied by King Solutions) to each pallet.
- Prior to pickup, King Solutions will email you a bill of lading to present to the driver. If the box or pallet count changes, adjust the count on the bill of lading, initial it, and email King Solutions the updated form. Districts should keep all bill of lading records. These tracking numbers do not need to be provided to the contractor unless requested.

UPS Return Instructions for NOT TO BE SCORED Materials

- Ensure the appropriate white NOT TO BE SCORED return label for the administration is affixed to each box.
- Affix a white UPS-RS label to the top of each box, making sure that it is not applied across the box flap seam. Do not send any boxes via UPS without a UPS-RS label. Please keep records of the tracking number(s). There is a detachable tracking number located at the bottom of the label to help facilitate this process. The UPS-RS number is also located directly above the barcode in the middle of the shipping label. These tracking numbers do not need to be provided to the contractor unless requested.
- You may return your NOT TO BE SCORED materials with your TO BE SCORED materials, or you may call UPS to arrange a separate pickup.
  
  Please call UPS at 866-857-1501 to schedule your pickup. (Do not call the UPS general number found on the UPS website.) Schedule a date for pickup, and inform UPS that you have UPS-RS labels. Please schedule your pickup at least one day in advance.
  
  - Provide the UPS service representative with the tracking number printed on one of the UPS-RS labels and the number of boxes ready for pickup. The service representative will use this number to bill the pickup and return charges to the contractor.
  - If you have a daily scheduled UPS pickup, you may send your return shipment with the rest of your packages. However, if you have more than 10 boxes, you must call UPS to schedule a pickup to ensure all of your boxes are picked up according to your scheduled return dates.
King Solutions Return Instructions for NOT TO BE SCORED Materials

NOT TO BE SCORED test and answer books and other secure NOT TO BE SCORED materials (e.g., Writing Passage Booklets, Reading Passage Booklets) should be picked up no later than your established return date.

- King Solutions will send out NOT TO BE SCORED return shipping instructions 10 days prior to your scheduled return date. If you are returning freight, you must reply to the e-mail requesting a pickup at least one week prior to your return date. You may also call or e-mail King Solutions at 866-237-6503 or DRCGroup@kingsolutionsglobal.com.

- King Solutions shipments require only a white NOT TO BE SCORED label (i.e., there are no King Solutions-specific return labels).

- Securely wrap pallets with multiple layers of shrink-wrap. Pallets should be marked with two labels indicating the district name and address. Labels should be placed on two sides where the forklift operator can see them. Also tape a copy of all the bills of lading (supplied by King Solutions) to each pallet.

- Prior to pickup, King Solutions will email you a bill of lading to present to the driver. If the box or pallet count changes, adjust the count on the bill of lading, initial it, and email King Solutions the updated form. Districts should keep all bill of lading records. These tracking numbers do not need to be provided to the contractor unless requested.

If you have any questions or encounter difficulties with these shipping procedures, please call the FSA Help Desk at 866-815-7246 (option 2) or FLProjectTeam@DataRecognitionCorp.com.

Designate a person to be available at the pickup site on the scheduled dates. For questions regarding return dates or materials return, please contact the Bureau of K–12 Student Assessment at 850-245-0513.

Secure Material Tracking Report

The Secure Material Tracking Report in TIDE is available to assist school and district assessment coordinators with tracking the return of secure material. The purpose of this report is to identify—before student score reports are received—any discrepancies that may exist between a district’s records of what was returned and the contractor’s records of what was received. All secure TO BE SCORED scannable test and answer books can be tracked through TIDE by student names as they are scanned by the contractor. The report can be used to identify missing materials and can be loaded into a district database for tracking security numbers. The report will be posted daily in TIDE and will be available the week districts receive their first secure material shipment. The Secure Material Tracking Report is available under the After Testing section in TIDE and a user guide for this report is available on the FSA Portal.

Prepare District Assessment Coordinator ONLY Boxes

1. Place the following materials, as applicable per administration, in the District Assessment Coordinator ONLY boxes (along with any other ancillary materials that your district assessment coordinator has asked you to place in these boxes):
   - Original required administration information
   - Original Security Logs
   - Original seating charts
   - Original Test Materials Chain of Custody Forms
   - Used and unused planning sheets (paper-based and computer-based ELA Writing)
• Used and unused large print planning sheets (paper-based and computer-based ELA Writing)
• Used and unused reference sheets

Please note that secure test materials (e.g., passage booklets, audio transcripts) must **not** be placed in these boxes.

2. Review the required administration information. District assessment coordinators must notify FDOE if any secure materials are missing. A form for reporting missing materials is available on the FSA Portal. Complete the necessary investigation and file the records.

3. Seal the box; write “District Assessment Coordinator ONLY” on the side of the boxes.

4. Store these materials in a secure location. After results for this administration have been reported, districts may choose to recycle or destroy these materials, except for the required administration information and Security Logs. **If you have any questions about what to include in these boxes or your district’s guidelines for storing them, contact your district assessment coordinator.**
Appendix D: Florida Test Security Statute and Rule
Florida Test Security Statute

1008.24 Test administration and security; public records exemption

(1) A person may not knowingly and willfully violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators, or applicants for certification or administered by school districts pursuant to s. 1008.22, or, with respect to any such test, knowingly and willfully to:

(a) Give examinees access to test questions prior to testing;
(b) Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test booklet;
(c) Coach examinees during testing or alter or interfere with examinees’ responses in any way;
(d) Make answer keys available to examinees;
(e) Fail to follow security rules for distribution and return of secure test as directed, or fail to account for all secure test materials before, during, and after testing;
(f) Fail to follow test administration directions specified in the test administration manuals; or
(g) Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.

(2) Any person who violates this section commits a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083.

(3) (a) A school district may contract with qualified contractors to administer and proctor statewide standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, as approved by the Department of Education in accordance with rules of the State Board of Education. Assessments may be administered or proctored by qualified contractors at sites that meet criteria established by rules of the State Board of Education and adopted pursuant to ss. 120.536(1) and 120.54 to implement the contracting requirements of this subsection.

(b) A school district may use district employees, such as education paraprofessionals as described in s. 1012.37, to administer and proctor statewide, standardized assessments required under s. 1008.22 or assessments associated with Florida approved courses under s. 1003.499, in accordance with this section and related rules adopted by the State Board of Education. The rules must establish training requirements that must be successfully completed by district employees prior to the employees performing duties pursuant to this paragraph.

(4) (a) A district school superintendent, a president of a public postsecondary educational institution, or a president of a nonpublic postsecondary educational institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

(b) The identity of a school or postsecondary educational institution, personal identifying information of any personnel of any school district or postsecondary educational institution, or any specific allegations of misconduct obtained or reported pursuant to an investigation conducted by the Department of Education of a testing impropriety are confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution until the conclusion of the investigation or until such time as the investigation ceases to be active. For the purpose of this paragraph, an investigation is deemed concluded upon a finding that no impropriety has occurred, upon the conclusion of any resulting preliminary investigation pursuant to s. 1012.796, upon the completion of any resulting investigation by a law enforcement agency, or upon the referral of the matter to an employer who has the authority to take disciplinary
action against an individual who is suspected of a testing impropriety. For the purpose of this paragraph, an investigation is considered active so long as it is ongoing and there is a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future.

(5) Exceptional students with disabilities, as defined in s. 1003.01(3), shall have access to testing sites. The Department of Education and each school district shall adopt policies that are necessary to ensure such access.

Florida State Board of Education Test Security Rule

6A-10.042 Test Administration and Security

(1) Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.30, 1012.55 and 1012.56, F.S., shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

(a) Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

(b) Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

(c) Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

(d) Examinees’ answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

(e) Examinees shall not be given answer keys by any person.

(f) Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate in, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees’ achievement.

(g) Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

(h) During each test administration, school district and institutional test administration coordinators and contractors employing test administrators and proctors shall ensure that required testing procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure that testing procedures are being correctly followed.

(i) In accordance with Section 1008.24, F.S., a school district may use district employees, such as education paraprofessionals as described in Section 1012.37, F.S., to administer and proctor statewide, standardized assessments required under Section 1008.22, F.S. All test administrators and proctors for the statewide assessments administered pursuant to Rule 6A-1.09422, F.A.C., must complete training requirements outlined in Training Requirements for Administering and Proctoring the Statewide Assessments, 2015, (http://www.flrules.org/Gateway/reference.asp?No=Ref-06180) incorporated herein by reference. A copy may be obtained by contacting the Division of Accountability, Research and Measurement, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

(2) Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

(a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.

(b) All test materials shall be precisely accounted for and written documentation kept by test administrators and proctors for each point at which test materials are distributed and returned.

(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.
(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

(e) In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

(f) In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

(3) In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

(4) Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

(5) School districts and public educational institutions under Section 1003.49, F.S., may contract with third-party contractors to administer and proctor statewide standardized assessments required under Section 1008.22, F.S., or assessments associated with Florida approved courses under Section 1003.499, F.S.

(a) School districts and educational institutions must require the contractor to provide a safe and comfortable facility that does not interfere with a student’s ability to demonstrate mastery on the tests.

(b) School district or educational institution use of third-party contractors (including contracted affiliates, such as franchises) shall not relieve the district or institution of its obligation to provide access to statewide testing for Florida Virtual School or virtual charter school students pursuant to Sections 1002.33(20), 1002.37 and 1002.45(6)(b), F.S.

(c) The contractor must adhere to all test administration and security protocols as prescribed by the Department pursuant to Section 120.81(1)(c), F.S., and shall be subject to all provisions of this rule.

(d) The contractor must not collect nor maintain any student’s personally-identifiable information beyond that required for test administration.

(e) All technology used to administer computer-based tests must meet assessment technology guidelines and online test security requirements as prescribed by the Department pursuant to Section 120.81(1)(c), F.S.

Rulemaking Authority 1001.02, 1003.49, 1008.23, 1008.24, F.S. Law Implemented 1003.49, 1008.23, 1008.24, F.S. History–New 7-5-87, Amended 10-26-94, 11-3-13, 1-7-16.
Appendix E: Perforated Forms and Signs
2019–2020 Test Administration and Security Agreement

Florida Department of Education
Bureau of K–12 Student Assessment

Florida State Board of Education Rule 6A-10.042, F.A.C., was developed to meet the requirements of the Test Security Statute, s. 1008.24, F.S., and applies to anyone involved in the administration of a statewide assessment. The Rule prohibits activities that may threaten the integrity of the test. The Florida Test Security Statute and State Board of Education Rule are located in the appendices of each test administration manual. Examples of prohibited activities are listed below:

- Reading or viewing the passages or test items
- Revealing the passages or test items
- Copying the passages or test items
- Explaining or reading passages or test items for students
- Changing or otherwise interfering with student responses to test items
- Copying or reading student responses
- Causing achievement of schools to be inaccurately measured or reported

Some allowable accommodations for ELLs or students with current IEPs or Section 504 Plans require test administrators to view test content or transcribe student responses. Test administrators are permitted to provide the accommodation(s) as described in each test administration manual.

All personnel are prohibited from examining or copying the test items and/or the contents of the test. The security of all test content must be maintained before, during, and after the test administration.

The use of appropriately trained test administrators and proctors decreases the risk of test invalidation due to test irregularities or breaches in test security. Inappropriate actions by district or school personnel will result in further investigation, possible loss of teaching certification, and possible involvement of law enforcement agencies.

I understand that I must receive appropriate training regarding the administration of statewide assessments and must read the information and instructions provided in all applicable sections of the relevant test administration manual, including the Florida Test Security Statute and State Board of Education Rule. I agree to follow all test administration and security procedures, applicable to my role, outlined in the manual, Statute, and Rule.

Further, I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of statewide assessments or cause student achievement to be inaccurately represented.

__________________________  __________________________
School Name and Number       Print Name

__________________________  __________________________
Date                        Signature

Bureau of K–12 Student Assessment
Florida Department of Education, 2019–2020
Spring 2020 Test Administrator Prohibited Activities Agreement

It is important for you, as a test administrator of an FSA, NGSSS, or statewide science assessment, to know that the following activities are prohibited. Engaging in such activities may result in an investigation, loss of teaching certification, and/or prosecution for violation of the law. Please read the following list of prohibited activities and sign your name on the signature line at the bottom of this page indicating that you understand these actions and their consequences.

I understand that before testing I may not:

■ Leave test materials unattended
■ Remove test materials from the school’s campus
■ Open and check through the test books
■ Read test items or passages
■ Copy, photocopy, scan, photograph, or record test content

I understand that during testing (including during breaks) I may not:

■ Read test items as I monitor the room (except when providing allowable accommodations, as described in Appendix A)
■ Read student responses or materials (e.g., work folders, planning sheets) as I monitor the room
■ Offer incentives, use checklists, or monitor students for use of testing strategies
■ Coach students during testing regarding test-taking strategies
■ Assist students in answering test items
■ Give students verbal cues (“you may want to re-check number 7”) or non-verbal cues (pointing at a specific item)
■ Give students more time than is allotted for the session (except when providing allowable accommodations, as described in Appendix A)
■ Encourage students to finish early
■ Instruct a student to return to check his or her work once he or she has finished
■ Display or fail to cover visual aids (e.g., word lists, multiplication tables) that may help students
■ Use my cell phone or other electronic device (except to monitor student progress or to contact the school assessment coordinator or technology coordinator in case of a technical issue or emergency), check email, grade papers, or engage in other activities that will result in my attention not being on students at all times
■ Leave the room unattended for any period of time
■ Allow students to talk or cause disturbances
■ Allow students to use cell phones or other electronic devices, even if they have already finished their tests
■ Instruct students to test in a session other than the one designated for that day/allotted testing time (going on to Session 2 during Session 1, reviewing work in Session 1 during Session 2)
■ Instruct students to “brain dump” formulas or strategies once they receive materials but before testing begins
■ Administer the assessment to my family members

I understand that after testing I may not:

■ Leave test materials unattended
■ Remove test materials from the school’s campus
■ Read through student test documents or responses
■ Change student answers
■ Discuss the content of the test with anyone, including students or other school personnel
■ Reveal the content of the test via electronic communication, including but not limited to email, text, or posting to social media (e.g., Facebook, Twitter, Snapchat, Instagram)

If you are administering a test to students with flexible responding or flexible presentation accommodations that require you to read test items, you may not reveal, copy, or share the items, or use the test content during instruction after testing.

I acknowledge the information above and will not engage in any of the prohibited activities on this page.

Print Name: ____________________________________________
Signature: ____________________________________________ Date: __________________________

Return this agreement to your school assessment coordinator.
Test Materials Chain of Custody Form

The following information must be collected for each test administration at your school to track secure materials with security barcodes. This form may be duplicated for use by grade level and/or maintained as an electronic file (blank form available at FSAssessments.org/resources), but the content of this form may not be altered.

Contact your district assessment coordinator if you have any questions.

Your name (school assessment coordinator): ________________________________

District name: __________________________________________________________

School name: ___________________________________________________________

School number: _________________________________________________________

Location of locked storage room: _________________________________________

Names of people with access to locked storage room/location:

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

Assessment(s) (e.g., Grade 5 Science, Grade 4 Writing, FSA EOC): ____________________________

Date and time materials arrived at the school: ________________________________

Date and time shrink-wrapped test material packages are opened: ______________

Packages opened by: ______________________________________________________

Date and time materials are prepared (e.g., PreID labels applied): ______________

Materials prepared by: ____________________________________________________

Date and time materials are packaged for return: ______________________________

Materials packaged by: ____________________________________________________

Date and time materials are returned/shipped: ________________________________

Bureau of K–12 Student Assessment
Florida Department of Education, 2019–2020
<table>
<thead>
<tr>
<th>District:</th>
<th>School:</th>
</tr>
</thead>
</table>

**SECURITY LOG**

**Spring 2020 FSA Assessments**

**Test Administrator:**

**Print Name:**

**Signature:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>Purpose in the Room</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Personnel in the testing room for any length of time must complete this log when entering and exiting the room. Please be sure to indicate your purpose for being in the testing room (e.g., proctor, test administrator, principal observation, technology issue).

Session 1 ID(s)/Test Group Code(s): __________________________

Assessment: __________________________

Room Number: ___________
<table>
<thead>
<tr>
<th>Field</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>P</td>
<td>Present</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>Absent</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td></td>
<td>P/I</td>
<td>Present but Invalidated</td>
</tr>
<tr>
<td>Accommodations for ESE/504</td>
<td>1-FP</td>
<td>Flexible Presentation</td>
</tr>
<tr>
<td></td>
<td>1-FR</td>
<td>Flexible Responding</td>
</tr>
<tr>
<td></td>
<td>1-FSC</td>
<td>Flexible Scheduling</td>
</tr>
<tr>
<td></td>
<td>1-FSE</td>
<td>Flexible Setting</td>
</tr>
<tr>
<td></td>
<td>1-AD</td>
<td>Assistive Devices</td>
</tr>
<tr>
<td>Accommodations for ELL</td>
<td>2-FSC</td>
<td>Flexible Scheduling</td>
</tr>
<tr>
<td></td>
<td>2-FSE</td>
<td>Flexible Setting</td>
</tr>
<tr>
<td></td>
<td>2-AHL</td>
<td>Assistance in Heritage Language</td>
</tr>
<tr>
<td></td>
<td>2-ADI</td>
<td>Approved Dictionary</td>
</tr>
</tbody>
</table>

**Field 1:** Student Name/Number
**Field 2:** School Name/Number

**Assessment:** Spring 2020 FSA Assessments

**Administration Record/Security Checklist**
Spring 2020 FSA Assessments

Test Administrator CBT Checklist

Before Testing:

☐ Read the test administration manual, the Test Administrator User Guide, and any local directions you have been given, and resolve any questions with your school assessment coordinator.

☐ If you are administering tests to students using computer-based accommodations, familiarize yourself with the appropriate scripts and instructions prior to test administration. Scripts and instructions for administering computer-based accommodations are located on the FSA Portal.

☐ Read the 2019–2020 Test Security Policies and Procedures section in the manual for the test(s) you are administering, as well as the Test Security Statute and Rule (located in Appendix D), then sign the 2019–2020 Test Administration and Security Agreement.

☐ Read and sign the Spring 2020 Test Administrator Prohibited Activities Agreement.

☐ Conduct computer-based practice test sessions as described on page 19 to familiarize yourself and your students with the testing platform/format.

☐ Establish an appropriate setting for test administration and remove or cover any unauthorized aids in the testing room.

☐ Ensure you understand the process for recording required administration information during testing.

☐ Prepare a Security Log and a seating chart to be used in your testing room.

☐ Make copies of the Do Not Disturb sign, the Session signs, the No Calculators sign (if applicable), and the Electronic Devices sign to post prior to testing.

☐ Assemble all materials needed for test administration.

☐ Ensure that students and their parents/guardians understand policies regarding electronic devices, leaving campus during testing, the Testing Rules Acknowledgment, and discussing test content after testing.

☐ If you are administering tests to students who require accommodations, discuss with your school assessment coordinator how accommodations will be provided and familiarize yourself with the accommodations information in Appendix A.

☐ Ensure you understand how to create, monitor, and stop test sessions in the TA Interface.

During Testing:

☐ Keep time and maintain your seating chart and required administration information.

☐ Ensure that proctors and anyone who enters your room for any length of time sign the Security Log for your testing room.

☐ Administer the test according to the directions in the appropriate administration script(s) and read the SAY boxes verbatim to students.

After Testing:

☐ Verify that you have collected all required administration information, including accommodations provided to students and accommodations used by each student. Make a copy for your files.

☐ Report any missing materials (test tickets, used planning sheets, used reference sheets, used CBT Worksheets, used work folders, Reading or Writing passage booklets) to your school assessment coordinator immediately.

☐ Verify that your seating chart and Security Log have been completed correctly; make copies for your files.

☐ Organize test materials and return them to your school assessment coordinator.
Spring 2020 FSA Assessments

School Assessment Coordinator CBT Checklist

Before Testing:

☐ Carefully read the test administration manual and the following, as applicable, and resolve any questions you might have with your district assessment coordinator (all resources are available on the FSA Portal):
  • Scripts and instructions for administering FSA computer-based accommodations
  • Test Administrator User Guide
  • TIDE User Guide
  • 2019–2020 FSA Accommodations Guide
  • AVA User Guide
  • Any local directions you have been given

☐ Read the 2019–2020 Test Security Policies and Procedures in the manual, then sign the 2019–2020 Test Administration and Security Agreement.

☐ Distribute the test administration manual to test administrators and ensure that test administrators read it and the Test Administrator User Guide. Those administering computer-based accommodations must read the appropriate scripts and instructions for administering these tests. Scripts and instructions for administering computer-based accommodations are available on the FSA Portal.

☐ Train your test administrators and proctors and ensure that they, as well as all school administrators, sign a 2019–2020 Test Administration and Security Agreement, if they have not already done so. Also ensure that test administrators sign a Spring 2020 Test Administrator Prohibited Activities Agreement, if they have not already done so.

☐ Receive test materials from your district assessment coordinator. Maintain an accurate Test Materials Chain of Custody Form at your school. Inventory the materials within 24 hours of receipt and report missing materials or request additional materials immediately.

☐ Communicate the process for collecting required administration information to your test administrators.

☐ Arrange computer-based practice test sessions as described on page 174.

☐ Assign proctors, as needed.

☐ Ensure that appropriate test settings are available for all test sessions.

☐ If any students who require accommodations are testing at your school, discuss with test administrators how accommodations will be provided. Information regarding accommodations is located in Appendix A.

☐ Ensure all students are uploaded into TIDE and assigned the correct test.

☐ Assign accommodations and verify student demographic information in TIDE.

☐ Work with your district assessment coordinator to ensure that test administrators have active usernames and passwords to log in to the TA Interface.

☐ Ensure test administrators understand how to create, monitor, and stop test sessions in the TA Interface.

☐ Print test tickets to distribute to test administrators. Test tickets contain login information for students, and each student must have a test ticket to log in to an FSA assessment. Refer to the TIDE User Guide for instructions.
During Testing:

- Distribute test materials for students in each testing room immediately before testing is scheduled to begin. Do not distribute these materials ahead of time.
- Be available to answer questions from test administrators.
- Provide test administrators with additional materials, as necessary.
- Test administrators are instructed to contact you if a student does not sign below the Testing Rules Acknowledgment. Determine the appropriate course of action for handling any such students; any student who refuses the acknowledgment should still be tested, but a record of the refusal should be retained at the school.
- Monitor each testing room to ensure that test administration and test security policies and procedures are being followed, seating charts and Security Logs are being properly completed, and required administration information is being collected.
- Arrange for and supervise make-up test administrations.
- Monitor student progress and test completion rates in TIDE.
- Contact district staff and the FSA Help Desk immediately if technical issues arise.
- Contact your district assessment coordinator if any test irregularities or security breaches occur.

After Testing:

- Verify that all distributed secure materials have been returned. Complete your Test Materials Chain of Custody Form. Report missing materials to your district assessment coordinator and conduct the necessary investigation(s).
- Make copies of all collected required administration information, seating charts, and Security Logs, and file the copies. Ensure seating charts indicate which direction each student is facing.
- Organize test materials and return them to your district assessment coordinator as indicated on page 178.
Spring 2020 FSA Assessments

District Assessment Coordinator CBT Checklist

Before Testing:

☐ Carefully read the test administration manual(s) and the TIDE User Guide, and resolve any questions with the Bureau of K–12 Student Assessment at FDOE.

☐ Train school assessment coordinators and technology coordinators. Ensure that they are aware of policies and procedures specific to this administration, including test session lengths.

☐ If students in your district require braille or large print accommodations, place orders for the applicable accommodated practice tests in TIDE.

☐ Receive test materials and make sure that each school receives the correct range of boxes. Ensure that each school maintains an accurate Test Materials Chain of Custody Form.

☐ Communicate the process for collecting required administration information to your school assessment coordinators.

☐ Communicate with school assessment coordinators how to make arrangements for special programs students.

☐ Create or update School Administrator, School Assessment Coordinator, and Test Administrator accounts in TIDE.

☐ Ensure that appropriate test settings are provided and accommodations for eligible students are correctly implemented.

☐ Ensure that all school assessment coordinators, school administrators, technology coordinators, test administrators, and proctors have signed a 2019–2020 Test Administration and Security Agreement and that test administrators have signed a Spring 2020 Test Administrator Prohibited Activities Agreement.

During Testing:

☐ Provide schools with additional materials, as necessary.

☐ Monitor schools to ensure that test administration and test security policies and procedures are followed.

☐ Be available during testing to answer questions from school personnel and technology coordinators.

☐ Communicate with the Bureau of K–12 Student Assessment, as needed, in the case of test irregularities, missing materials, and security breaches, or if you need guidance when test invalidation is being considered.

After Testing:

☐ Review the required administration information from your District Assessment Coordinator ONLY boxes, immediately report any missing materials to FDOE, and conduct any necessary investigations.

☐ Verify that seating charts and Security Logs were completed and file them.

☐ Verify that Test Materials Chain of Custody Forms were completed and file them.

☐ Store ancillary materials (e.g., used planning sheets, used CBT Worksheets, used reference sheets, seating charts) until after results for the administration have been reported.

☐ Return TO BE SCORED and NOT TO BE SCORED paper-based materials, including reading and writing passage booklets, according to the instructions in Appendix C.
Do Not Disturb

Please

IN PROGRESS

TESTING
You may not have any electronic devices during testing.
Calculators are not permitted during this session.
You may only work in Session 1
You may only work in

Session 2
You may only work in

Session 3
PLANNING SHEET

Use this sheet to plan what you will write. The writing on this sheet will **not** be scored.

This sheet will **not** be scored.
Testing Rules Acknowledgment

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Signature

This sheet will not be scored.
For use with computer-based FSA ELA Reading tests.
Testing Rules Acknowledgment

I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.

Signature ____________________________________________
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